



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Abell
Pupil premium lead	Kate Abell
Governor / Trustee lead	Sheila Sutherland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,895
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£24,505
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 270,400

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
--	--

Part A: Pupil premium strategy plan

Statement of intent

At Abbeyfield Primary Academy, we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential.

We aim to do this through providing a broad and balanced curriculum and opportunities that allow children to develop the appropriate skills and values required to succeed.

Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at Abbeyfield, we endeavour to provide the support, provision and guidance they need to help them overcome them and enable them to successfully move through each Key Stage and onto Secondary School.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Low attendance and persistent absenteeism of Pupil Premium children. Alongside this, some pupils have poor punctuality</i>
2	<i>Greater support required for families that struggle with social and emotional difficulties, including medical, social, emotional and mental health needs.</i>
3	<i>Some children have limited enrichment experiences beyond their own home life and immediate community.</i>
4	<i>A need for greater parental engagement following the covid-19 pandemic, particularly in the early years to enable families to be able to support their child's learning throughout their time at Primary School.</i>
5	<i>Low attainment and progress rates made by Pupil Premium children. The gap between non PP and PP is not closing.</i>
6	<i>Lack of consistency in the quality of interventions and implementation of whole school teaching approaches due to a change in staffing</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>All pupil premium children will meet the national expectations for attendance / persistent absence and punctuality.</i>	<i>Ensure attendance of disadvantaged pupils is at least at 96%. Ensure that all disadvantaged children arrive on time for the start of the school day</i>

<i>To ensure the well-being needs of all pupils in receipt of pupil premium are met to ensure they are ready for learning.</i>	<i>Children's well being needs are being met and supported to ensure that they are able to access all high quality teaching and targeted interventions. This will then support them to make progress in all areas of the curriculum.</i>
<i>To ensure that all pupils in receipt of pupil premium are able to access all school visits and visitors to develop and broaden their life experiences.</i>	<i>All children are accessing all trips and visitors and have had the opportunity to broaden their life experiences.</i>
<i>To ensure that all parents, particularly those of pupils who are receipt of pupil premium have increased opportunities, particularly in the EYFS to understand how they can support and promote reading and numeracy skills.</i>	<i>Parents are fully engaged in supporting their children's learning especially in early literacy and numeracy. Increased opportunities for parents to come into school and engage in workshops and activities that promote how parents can support their children to learn.</i>
<i>To continue to ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those peers in school across the curriculum through ensuring high quality teaching in place along with targeted interventions.</i>	<i>80% of pupils in Y1 pass the phonics screening. Children achieve outcomes in line with or above National in EYFS, KS1 and KS2.</i>
<i>To continue to ensure that all interventions and whole school strategies are of a high quality and meet the needs of all learners.</i>	<i>Children's needs are being met and supported to ensure that they are able to access all high quality teaching and targeted interventions. This will then support them to make progress in all areas of the curriculum.</i>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement of our maths teaching and curriculum planning in line with maths mastery, DfE and EEF guidance. Funding teacher release time for the Maths Lead, a Maths Curriculum Specialist and an ECT to embed key elements of guidance in school and to work with the South Yorkshire Maths Hub on Maths Mastery</i>	<i>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2, pdf (publishing .service.gov.uk) https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</i>	5, 6

<p><i>Embedding of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils. Funding release time for the phonics lead and also teachers / TAs to embed key elements of validated scheme and to work with the Sheffield English Hub. This will enable for instructional coaching to take place and support with the monitoring of data.</i></p>	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5, 6</p>
<p><i>Embedding dialogic activities (ongoing talk opportunities between teacher and child) across the school curriculum. This will help children to develop ideas and overcome misunderstandings more easily.</i> <i>Introduce and embed the ORIM structures to support Early literacy in EYFS. (Opportunities, Recognition, Interaction and Modelling – a framework used by early years practitioners to support children’s learning and development)</i> <i>Continue to implement NELI (Nuffield Early Language Intervention), VIP (Video Interaction Project), LEAP (a framework for developing children’s social and emotional development) Black Sheep and Talk About (resources designed to help children in the early years develop language and communication skills).</i> <i>Continue to embed ‘every lesson is a language lesson’ and the use of Word Aware</i> <i>Staff will receive training in the activities and release time t</i></p>	<p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high –quality classroom discussion, are inexpensive to implement with high impacts on reading.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf http://www.real-online.group.shef.ac.uk/aboutreal-text.html</p>	<p>2, 5, 6</p>
<p><i>Purchase of the Kapow Curriculum for Geography, Art and DT to support high quality teaching and ensure that the curriculum is well-sequenced, ambitious, builds on prior learning and allows all children to know more and do more, especially PP children.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://www.gov.uk/government/publications/inspecting-the-curriculum</p>	<p>5</p>
<p><i>Supporting staff to complete NPQ qualifications in Leading Literacy and Leading Teacher Development – providing release time for the training events and for meetings with the in-school coach</i></p>	<p><i>The NPQ frameworks have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including metaanalyses and rigorous individual studies. In addition, the NPQ frameworks provide practical guidance on the skills that</i></p>	<p>3, 5</p>

	<p><i>teachers should be supported to develop. Practice statements (“Learn how to...”) draw on both the best available educational research and on additional guidance from the Expert Advisory Group</i></p> <p><i>The NPQs have been designed around how to support all pupils to succeed. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) Code of Practice, and children in need of help and protection as identified in the Children in Need Review. This will support our PP children to make accelerated progress and achieve ARE.</i></p> <p><i>The EEF has independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity</i></p>	
<p>Purchase of additional Phonics books to allow children to have them at home as well as the Little Wandle software for updates and staff training</p>	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Purchase of Clicker 8 software to support children who are struggling with writing</p>	<p>Research into the effectiveness of using Clicker to support pupils who find the writing process challenging. Work samples were gathered and analysed from both children with additional needs and those without. The positive effect of Clicker was evident in every sample; this was consistent across gender and ability. Pupils using Clicker saw the amount of words they could write in one writing session increase by 2.5 times, with almost three times the number of multi-syllabic words being used. Use of Clicker resulted in a huge drop in grammar and spelling errors in pupils' work; almost three times fewer mistakes were made. Overall, pupils were able to produce a much higher level of writing, doubling the amount of legible sentences in their work when using Clicker.</p>	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 167069.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuation of the Burrow nurture provision to improve the social, emotional and mental health needs of the children accessing the provision to allow them to engage in learning and re-integrate into mainstream classes.</i>	https://guidebook.eif.org.uk/public/files/pdfs/programmes-nurture-groups.pdf	2, 5, 6
<i>Continuation of the Meadow nurture provision to improve the communication and language needs of the children accessing the provision to allow them to engage in learning and integrate into mainstream classes</i>	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6381329/	2, 5, 6
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub</i>	<i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5, 6
<i>Additional reading, writing and maths sessions targeted at disadvantaged pupils who require further support, either to achieve ARE or to achieve GDS.</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5, 6
<i>Implement the ORIM structures in the EYFS which incorporates REAL and REAM. This will provide opportunities for parental to engage in activities with their children to support early literacy and numeracy skills. Funding teacher and pastoral team release time for training and to lead the sessions with families Funding for resources</i>	<i>There is a strong evidence base to show that 'at-home good parenting' has a significant effect on children's achievement. This is the foundation of the ORIM structures.</i> https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf http://www.real-online.group.shef.ac.uk/aboutreal-text.html	4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 88567.05

Activity	Evidence that supports this approach	Challenge number
----------	--------------------------------------	------------------

		er(s) addressed
<p><i>Provide bespoke SEMH (social, emotional and mental health) and SEND (special educational needs and disabilities) support and resources to support disadvantaged learners</i></p> <p><i>Funding to be spent on:</i></p> <ul style="list-style-type: none"> - Lego therapy - Social skills - Forest school - Sensory rooms 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 6
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve releasing staff to implement new procedures and to work with individual children and families to improve attendance. Alongside working with the Vulnerable Learners pathways to improve attendance and punctuality for targeted children.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</i></p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 4
<p><i>Further training for identified staff on the Trauma Informed intervention to support learners</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2
<p><i>Staffing of a free breakfast club, open to all children and particularly targeted at disadvantaged children with the aim of increasing attendance and punctuality</i></p>	<p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>The research highlights the positive impact that breakfast clubs are believed to have by contributing to a number of positive outcomes for pupils, such as reducing hunger, increasing acceptable behaviour, and greater concentration on learning, alongside and supporting other policies and practices schools had in place</p>	1
<p><i>Provision and of a range of enrichment After-School Clubs which are accessible for all children</i></p>	<p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	2, 3
<p><i>Provision of Family Workshops</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-</p>	4

	<p>parents/EEF Parental Engagement Summary of recommendations.pdf?v=1703241662</p> <p>Given the high EAL and NTE nature of our community, a face to face Family Workshop model is a positive form of tailored school – parent communication as suggested in the EEF research.</p>	
--	---	--

Total budgeted cost: £ 270,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

INA – International New Arrival. Pupils from a country where English is not the main recognised language.

Constant Cohort – Pupils who have been at Abbeyfield throughout their school journey.

EYFS

Total number of children on roll in January 2023: **49**

This includes 28 boys, 21 girls

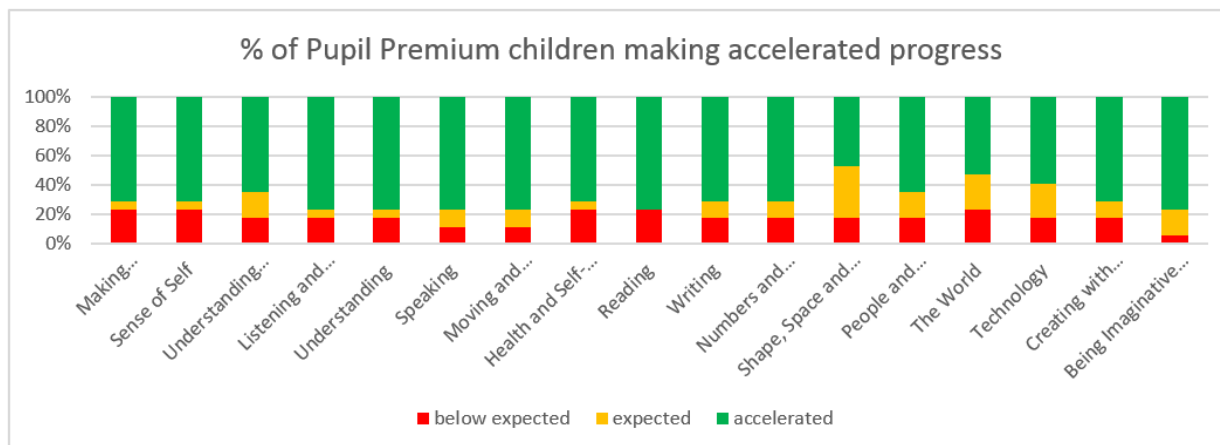
Only 4 children in the year group had attendance at 96% or above for year so far. 9 children had less than 75% attendance. 15 children are currently on the SEND register. 11 of these are high needs SEND (L4+ on the grid). Several of these SEND children need considerable levels of 1:1 support to access learning in school. 4 were on part time timetables for at least part of the year and had bespoke provision provided for them. Three children from this cohort have been put forward so far for EHCs and two have had these confirmed.

17 children are Pupil Premium.

	Number of children who achieved ELG in all GLD aspects
Total	26 / 48 (54 %)
Boys	13 / 27 (48 %)
Girls	13 / 21 (62 %)
Without high needs SEN (L4+ on the grid)	25 / 33 (68 %)
Pupil Premium	7 / 17 (41 %)
Excluding INA after Jan of FS2	26 / 45 (58 %)

7 of the 17 Pupil Premium children (41%) achieved a GLD, compared with 61% of non-Pupil Premium children. The 2 groups are broadly equal in the aspects of Gross Motor skills and The Natural World. The gaps are widest in the aspects of Numerical Patterns and Word Reading. These gaps in the

Maths and Literacy aspects in non-SEND pupil premium children are responsible for the wide difference in GLD between the two groups. However the Pupil Premium children made accelerated progress in multiple areas of the ELG, from very low starting points. We are now using PP funding to target PP children in Year 1 who did not achieve ELG in Maths and Literacy to close the gap. We are also continuing to fund our meadow provision for those PP and other vulnerable children whose language is very low compared to their peers.



Y1 Phonics Screening

All pupils	Pupil Premium	Excluding high needs SEND pupils (L4+)	Excluding INA after Easter of FS2
40/51 = 78%	19/26 = 73%	40/50 = 80%	40/48 = 83%

Of the 11 children who did not pass, three children were absent. Three of the remaining eight children were INA in Y1 and one was an INA in FS2. Six children who were not GLD at the end of FS2 passed the Phonics Screening Check in Y1.

Of the 7 pupil premium children who did not pass, 3 were absent, 1 was an INA in June of FS2 and 2 are on the SEND register.

When comparing the difference between disadvantaged and non – disadvantaged the gap was 23% in 2020-21 and this decreased to 22% in 2021-22. In 2022-23, the gap significantly decreased to 5%

End of Key Stage 1

	Maths	Reading	Writing

All pupils	31/62 = 50%	37/62 = 59%	33/62 = 53%
Pupil Premium	7/25 = 28%	11/25 = 44%	9/25 = 36%
Excluding INA who arrived Y1	29/55 = 54%	34/55 = 64%	31/55 = 58%
Excluding INA who arrived in Y2	31/59 = 58%	35/59 = 63%	32/59 = 54%
Constant Cohort	23/39 = 59%	27/39 = 67%	25/39 = 64%
Excluding high needs SEND pupils	32/55 = 58%	37/55 = 67%	34/62 = %

- 27 disadvantaged pupils in the cohort.
- 17 pupils on the SEND register. Four pupils either had an EHCP at the time of assessment or have since been granted an EHCP. One child from the cohort is now in our SEMH setting full time.
- 21 pupils in the cohort were persistently absent with attendance which was below 90%. 11 of these pupils did not make EXS in any subject.
- Six pupils who did not make EXS arrived in Y2.
- In order to accelerate progress of pupils who were at risk of not making EXS, pupils received daily 1:1 reading and additional maths and phonics interventions led by teaching assistants and our tutor.

-

Narrowing the Gap – KS1

	2022			2023		
	PP	All	Narrowing the Gap	PP	All	Narrowing the Gap
Expected standard in reading	56%	56%	0%	44%	59%	-15%

Greater depth in reading	4%	8%	-4%	8%	8%	0%
Expected standard in writing	56%	54%	+2%	36%	53%	-17%
Greater depth in writing	4%	4%	0%	0%	3%	-3%
Expected standard in maths	59%	62%	-3%	28%	50%	-22%
Greater depth in maths	7%	10%	-3%	8%	8%	0%

The gap between PP and non PP children grew in KS1, primarily to do with the high level of SEND need in the PP children in this cohort. Of the PP children, almost half are on the SEND register. 13 PP children did not pass the Phonics Screening Check at the end of Year 1, with 9 of those passing it in Year 2. Targeted phonics support continues for this cohort in Year 3. Individual reading and Maths interventions, including a targeted intervention for children working at Y1 level or below in Maths will be funded by the PP funding in 23-24.

End of Key Stage 2

	Maths		Reading		Writing		SPAG		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All pupils	60%	16%	60%	21%	44%	2%	58%	10%	49%	2%
Sheffield	71%	22%	71%	29%	68%	11%	70%	30%	57%	6%
Locality B	57%	12%	56%	17%	57%	5%	55%	18%	42%	3%
National	73%		73%		71%		72%		59%	
Pupil Premium	48%	13%	43%	17%	35%	0%	44%	0%	35%	
Excluding INA who arrived during KS2	63%	19%	65%	28%	63%	1%	65%	12%	56%	1%
Constant Cohort	68%	18%	67%	32%	68%	3%	77%	37%	59%	3%
Excluding high needs SEND pupils (L4+)	64%	17%	67%	24%	62%	2%	64%	13%	56%	

- 51 pupils (54%) in the cohort are disadvantaged

- 18 children have been banded on the SSG SEND grid. 3 pupils accessed our Burrow provision full time. All were on part time timetables for severe SEMH needs and one child also accessed an AP.
- 21 (38%) pupils in the cohort were persistently absent with attendance which was below 90%.
- 34 pupils (62%) in the cohort have been with us for their whole school education.
- The first language of 45 (82%) pupils is not English
- In order to accelerate progress of pupils who were at risk of not making EXS, pupils received daily 1:1 reading, phonics and additional maths and writing interventions.
- All of the children identified as disadvantaged received school led tutoring as part of the recovery plan to support catch up as a result of the covid-19 pandemic.
- Due to Covid this cohort experienced significant disturbance to their education for 2 years of their KS2 journey which directly impacted their progress

Narrowing the Gap – KS2

	2022			2023		
	PP	All	Narrowing the Gap	PP	All	Narrowing the Gap
Expected standard in reading	52%	61%	-9%	43%	60%	-17%
Greater depth in reading	17%	22%	-5%	17%	21%	-4%
Expected standard in writing	52%	64%	-12%	35%	44%	-9%
Greater depth in writing	0%	2%	-2%	0%	2%	-2%
Expected standard in maths	52%	63%	-11%	48%	60%	-12%
Greater depth in maths	10%	17%	-7%	13%	16%	-3%
Expected standard combined	45%	57%	-12%	35%	49%	-14%

- Of the Pupil Premium children in this cohort, two were supported full time in our Burrow SEMH provision for the whole of their time in Year 6, due to complex SEMH needs resulting from early childhood trauma and attachment disorder. They both also received significant support for external Alternative Provision settings. Neither of these children were able to sit the end of Key Stage tests due to their SEMH needs. A third PP child was educated full time in our SEMH setting until the end of Year 5. He

was transitioned back into the mainstream classroom over the course of Y6, ready for his transition to secondary school.

- Due to the very high mobility for this cohort, only 10 out of the 25 pupil premium children had been with us for their whole primary career. 13 of the 25 pupil premium children joined us after the start of KS2.
- We have identified areas within our Writing curriculum which were not supporting our children, particularly our disadvantaged children, to make the maximum amount of progress. We are addressing this through changes to the curriculum following training and support from Learn Sheffield, with release time funded by the PP last year, and also through using our PP funding to enable our Writing lead to access the NPQLL.

Social, Emotional and Mental Health Support for pupils

To target and support children with behavioural complexities, low self-esteem and social / emotional needs, we established a Nurture provision in 2017. This has been expanded to enable more children to be supported. The Burrow was accessed by 6 children (full time) and five children part time during 2022-23. All of these children have very complex needs and low self-esteem as well as behaviour concerns. A significant number of these children are also eligible for Pupil Premium. Due to the hard work of the Nurture team, 4 of these children made the transition back into class part time. This has meant that the Burrow could be accessed by a further 12 children who were able to attend bespoke intervention which have helped to develop self esteem and strategies on how to control their behaviour or reactions to an incident. Examples of these interventions are Forest Schools, Theraplay, access to a sensory room, Lego therapy, anger management sessions, self-esteem sessions and art sessions.

'The Burrow' has been effective in reducing the risk of suspension for identified pupils and in boosting disadvantaged pupils' reading and maths skills. All of those children who have accessed The Burrow were identified at being at risk of permanent exclusion. No permanent exclusions have been issued since 2018. The number of fixed term suspensions has also decreased from 16 in 2018-2019 to 7 in 2021-22 and 12 in 2022-2023. The increase between 21-22 and 22-23 was partly due to one non-disadvantaged pupil who was referred to the Primary Inclusion Panel by the school following due to very complex SEND behavioural needs and was subsequently supported by the CYT and TFTF mentors.

All pupils accessed a wide range of trips and visitor experiences last year, which had no cost for the families.

Interventions

Development of consistent, high-quality interventions was supported by training from the SENCOs and citywide SENCOs. TAs delivered research-based interventions across school, such as NumberBox and Little Wandle catch up sessions. Additional KS2 provision was provided for children who are International New Arrivals who have little or no English or school experience. The purpose of this provision was to provide bespoke language rich lessons that help children to establish a good grasp of early literacy and numeracy to them be able to access mainstream lessons. Within this, some children with identified Speech and

Language needs also attended this class to ensure that their needs could be met and that they could access the curriculum. All of the children who accessed this provision also accessed mainstream classrooms in the afternoons.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
DT, Art	Kapow
White Rose Maths	White Rose
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds / Pearsons

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

--