

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Abingdon Primary School
Number of pupils in school	251(current)
Proportion (%) of pupil premium eligible pupils	44.6% (112 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Sam Spendlow (Headteacher)
Pupil premium lead	Sam Spendlow (Headteacher)
Governor / Trustee lead	Nichola Ellis (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,850

# Part A: Pupil premium strategy plan

## Statement of intent

At Abingdon we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a child's socio-economic context, they are given the same opportunities to succeed as their non-disadvantaged peers.

Our aim lies in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities.

Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable.

Children will be supported to achieve well academically by receiving quality first teaching, improving teacher practice, levelling starting points and extra support to fill gaps in learning. Those children requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and as a result be happier and better learners. They will also be given wider opportunities that their peers may experience that would not otherwise be readily available to them, supporting their self-esteem and providing contextual understanding for their classroom learning.

### **At Abingdon Primary School, we aim to:**

- Narrow the attainment gap between disadvantaged children and non-disadvantaged children
- Ensure children access high quality first teaching
- Provide enrichment opportunities for disadvantaged children
- Ensure our children in receipt of the PPG have access to a wide range of resources that support academic and emotional development
- Addressing non-academic barriers to attainment, including attendance, wellbeing and behaviour

### **Abingdon Primary intends to achieve these objectives by:**

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring provision is made for children to access specially trained teachers and other professionals e.g. Speech and Language Therapist, specialist behaviour teacher, educational psychologist, pastoral support teacher
- Ensuring disadvantaged children have full access to after school clubs
- Provide a number of free PPG places in extracurricular activities eg Rocksteady
- Aiding in funding educational visits and residentials
- Providing free breakfast club places
- Providing breakfast for all in classrooms
- Monitoring attendance and challenging non-attendance early, supporting families.
- Ensuring positive relationships are forged and maintained with parents/carers

- When making provision for socially disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Socio-economic and parental barriers – i.e. parenting, parental mental health, attitudes to education, poverty, housing issues, lack of aspirations and parental involvement – lack of value placed in education.
2	High incidence of exposure to 4 or more ACEs
3	Low on entry baseline to Reception
4	Poor reading and speaking & listening skills, limited vocabulary
5	Limited cultural capital: many pupils lack 'life experience', wider opportunities and have not visited places which stimulate creative and imaginative thinking skills
6	Low levels of resilience
7	Low attendance

## 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
Disadvantaged pupils make accelerated progress in subjects across the curriculum, particularly in the core subjects.	<ul style="list-style-type: none"> <li>• Attainment in line with non-disadvantaged peers nationally</li> <li>• Internal data measures show that 70% of disadvantaged pupils achieving the expected level across the curriculum</li> </ul>
Disadvantaged pupils engage positively with school, showing excellent attendance, conduct, behaviour for learning and report being happy at school.	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils at least 95%</li> <li>• Less than 10% of disadvantaged pupils have a behaviour incident logged against them</li> <li>• Pupil reports evidence positive learning behaviours and engagement with learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil voice evidences 95% of pupils are happy to attend school</li> </ul>
Disadvantaged pupils are supported to engage in extra curricular activities, including school trips, music lessons and extra-curricular clubs	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils attend educational visits (non-residential) either heavily subsidised or free of charge.</li> <li>• 100% of disadvantaged of pupils' parents are offered a payment plan to attend residential trips, with school subsidising the cost</li> <li>• 100% of disadvantaged pupils have attended a school club (internal or external) at some point during the academic year, with school covering the cost of an external club for a term.</li> <li>• 25% of pupils have accessed music tuition with school subsidising the cost for a term.</li> <li>• 100% of families who request help with uniform receive effective financial support</li> </ul>

## 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: £6,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong CPD offer for teachers to ensure QFT (Quality first teaching) linked to adaptive teaching, early reading/phonics to support learning across the curriculum	Government white paper is clear about aim to create “excellent teaching in every classroom”. We are committed to developing teacher practice through a strong internal and external CPD offer, bedded in research at both teacher and leader level that ultimately results in improved outcomes for pupils.	3,4,6
Training and implementation of adaptations to teaching pedagogies for English	EEF Guidance reports and recommendations implemented.	3,4,6
Staff engagement in joint book looks for in house moderation across all subjects	Being able to moderate books alongside colleagues and leadership ensures that there is consistency and that all children are receiving the same educational offer and that ceilings are	3,4,6

	not being put on our disadvantaged pupils	
Membership and engagement with MathsHub £600	Teachers will receive high quality training and be upskilled to deliver high quality first teaching in maths	3,4,6
Membership to the English Hub and Ruth Misking Training for whole school £4,000	Teachers will receive high quality training and be upskilled to deliver high quality first teaching in phonics and early reading	3,4,6
Implementation of an intuitive and user-friendly assessment system that allows teachers and leaders to closely analyse progress of vulnerable groups, including disadvantaged pupils £1,351	Teachers will receive high quality training that allows them to closely monitor the progress of disadvantaged pupils. The tool can be used at teacher level both as a formative assessment tool and a gap analysis to inform planning, and also at leadership level to guide progress meetings, senior leadership and governor meetings to track and report on progress.	3,4,6
ELSA training for 2 members of staff £360	Social and Emotional Learning interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community	1,2,6,7

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

Budgeted cost: £60,355.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition led by teaching staff in school implemented for reading and maths for pupils identified at	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate	3,4,6

pupil progress meetings	classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills	
Lexia programme for targeted pupils £6,250	Lexia aims to improve the reading skills of children, helping learners to read, write and speak more confidently.	3,4,6
Smaller group maths sessions in Years 6 & 4 by teaching staff £14,922	Smaller more focused groups in Y6 to ensure identification, targeting and support for key children is available.  Additional teacher for maths in Y4 to enable the curriculum to be taught in a bespoke way in what would be a mixed-age class	3,4,6
TT Rockstars programme for whole school £280.32	An interactive programme for all children to boost times tables knowledge in a fun way, giving more children confidence and raising standards in the Y4 multiplication test.	3,6
Language Link assessment and intervention programme in EYFS and KS1 £279	Early identification and strategies for children with speech and language needs.	3,4,6
Speech and language support, interventions and training £6470	Speech and language support from LA to work with TAs to deliver speech and language interventions for identified children.	3,4,6
Forest School for all year groups and for identified vulnerable groups £1000	Research in the UK into the impact of Forest School on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.  A study that investigated life stress and rural children discovered that children who had significant, direct contact with the natural world were better able to deal with stresses in	2,4,5,6,7

	daily life compared to those who hadn't. This is very important for a school based in an urban area.	
Additional TA in Rec to support children with speech & language, communication & interaction and PSED needs £15,370	Additional support in EYFS enables the teacher to identify vulnerable children and to put the additional strategies and interventions in place, addressing speech and language, communication and interaction and social and emotional needs.	3,4
Additional TA in Yr1 to enable child with complex needs to access the school environment £14,734	Additional support in Y1 enables the teacher to identify vulnerable children and to put the additional strategies and interventions in place, addressing speech and language, communication and interaction and social and emotional needs.	3,4,6,7
Art therapy for identified vulnerable pupils in Y6 to help remove barriers to learning and to prepare for high school £550	Social and Emotional Learning interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community	2,6,7
Investment in new class set of musical instruments £500	Music doesn't end at music curriculum lessons, it aids children's maths skills, creative skills, wellbeing. Having class sets of instruments allows more creativity when delivering music across the school	1,2,3,4,5,6

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

Budgeted cost: £105,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead appointed to work with vulnerable families	Attendance plays a crucial role in promoting student engagement and active participation in the learning	1,2,6,7

<p>and to improve parental engagement. Attendance lead to analyse attendance and contact low attenders. Attendance lead to complete 'First Day Call', and to support families to raise attendance/punctuality and to support the wellbeing of pupils. £16,177</p> <p>'Studybugs' online attendance system to enable accurate monitoring and timely response to absence. £1,700</p> <p>Attendance incentives, such as family meal vouchers, supermarket vouchers £1,000</p>	<p>process. According to the findings of the Education Endowment Foundation (EEF) report by Higgins et al. (2014), regular attendance in schools contributes to increased student engagement, which, in turn, positively impacts learning outcomes. Students who attend classes regularly are more likely to be actively involved in classroom discussions, interact with peers, and take advantage of educational opportunities, thereby enhancing their overall learning experience.</p> <p>In addition to academic advantages, regular attendance also fosters positive social and emotional development. A study by Gottfried and colleagues (2017) explored the relationship between attendance and social-emotional skills among primary school students in the UK. The researchers found that students with consistent attendance exhibited higher levels of social competence, self-regulation, and emotional well-being. Regular school attendance provides students with opportunities for social interactions, peer relationships, and emotional support from teachers, which are crucial for their holistic development.</p> <p>Promoting regular attendance can also help address educational inequalities. The Education Policy Institute (EPI) conducted a study in 2017 that revealed a substantial correlation between socio-economic background and attendance rates. Students from disadvantaged backgrounds tend to have lower attendance rates compared to their peers from more affluent backgrounds. By prioritising attendance and implementing targeted interventions, schools can help bridge this attendance gap, thus promoting equity and ensuring that all students have equal access to educational opportunities.</p>	
<p>Lead Teacher for Culture and</p>	<p>Enabling staff to understand the barriers to the learning of certain</p>	<p>2,5,6,7</p>



Behaviours to lead staff CPD on behaviour, inclusion and diversity £12,427	pupils allows them to put strategies in place and to support the children in accessing the learning. It also helps to build school expectations and non-negotiables to improve behaviour across school and within class.	
Pastoral Lead to work with vulnerable children on self-regulation. To offer a safe space and check-in on a daily basis to support transition times in the nurture room £16,177	There is much evidence that children's learning is most effective when they have a sense of emotional well-being and positive self-esteem. The Nurture Room provides children with this opportunity and so helps to develop their maturity and resilience. The Nurture Room is a place of learning.	1,2,5,6,7
National Breakfast programme – 25% buy in £400	Public Health England: The link between pupil health and wellbeing and attainment EEF Wider Strategies	1,2,6
Fair Share food distribution for families identified as in need £3,000	Supporting the families around our pupils enables us to build better relationships and engagement, breaking down previous misconceptions or previous educational experiences.	1,2,6
Milk for disadvantaged pupils £1,200		1,2,6
Provision for children to attend breakfast club at school £12,540	Children are arriving at school more alert and awake to start the school day. It also enables the parent/carer of the children to get to work and supports family wellbeing.	1,5,6,7
Family Support Liaison Lead to connect and support our more vulnerable families £36,065	Supporting the families around our pupils enables us to build better relationships and engagement, breaking down previous misconceptions or previous educational experiences.	1,2,6,7
Priority places in after school clubs £1,500	Extra-curricular clubs and music lessons are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning,	1,2,5,6,7

	result in cerebral development and raise self-esteem	
Funded place on school visits and residential trips £3,495	Educational visits (including residential) are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, result in cerebral development and raise self-esteem.	1,2,5,6,7

**Total budgeted cost: £172,347.32 (over spend of £3,497.32)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year to date

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **Previous overall objectives were:**

1. to close the gap in attainment and progress between children eligible for PPG and their peers
2. to ensure that the additional funding makes a significant impact on the eligible children's education and wider curricular opportunities
3. to monitor and track the progress of children in receipt of PPG and support them in an appropriate way that meets their individual needs
4. to work in partnership with the parents of pupils to collectively ensure their child's success
5. to bring persistent absence of disadvantaged children in line with non-disadvantaged children
6. to minimise the risk of exclusion for specific identified children

#### **Responses to previous objectives:**

##### **1. Early Years Foundation Stage**

- 50% of our disadvantaged pupils achieved GLD compared to 44% of their non-disadvantaged peers.
- 80% of disadvantaged pupils achieved ARE in reading, which was level with their non-disadvantaged peers
- 50% of disadvantaged pupils achieved ARE in writing, which was slightly below the 56% for non-disadvantaged pupils.
- The attainment in maths for our disadvantaged pupils was 80%, which was much higher than the 64% of non-disadvantaged pupils.
- The areas in EYFS where our disadvantaged pupils did not achieve as high as the non-disadvantaged pupils were: Fine motor skills (50% / 88%), Creating with materials (50% / 84%) & being imaginative & expressive (50% / 76%)

##### **Year 1 Phonics Check**

- 68.2% disadvantaged nationally passed the phonics check. 54% disadvantaged in school passed the phonics check, 79% non-disadvantaged passed.

##### **Key stage 1**

- Reading – 58% disadvantaged nationally achieved ARE; 23% disadvantaged school achieved ARE (63% non-disadvantaged)
- Writing – 47.9% disadvantaged nationally achieved ARE; 23% disadvantaged school achieved ARE (46% non-disadvantaged)
- Maths – 58.8% disadvantaged nationally achieved ARE; 62% disadvantaged school achieved ARE (67% non-disadvantaged)

### **Key Stage 2**

- Reading – 62.8% disadvantaged nationally achieved ARE; 59% disadvantaged school achieved ARE (73% non-disadvantaged)
  - Writing – 58.8% disadvantaged nationally achieved ARE; 50% disadvantaged school achieved ARE (73% non-disadvantaged)
  - Maths – 59.4% disadvantaged nationally achieved ARE; 32% disadvantaged school achieved ARE (61% non-disadvantaged)
2. Children in receipt of PPG funding were offered places at clubs across the school.
  3. In school interventions have taken place across the school, with all children needing additional support, whether that be academic or SEMH being highlighted. Due to staffing issues, some of these interventions have been inconsistent.
  4. The Pastoral Team, SENDCo, teachers and Senior Leaders forge relationships with parents/carers to ensure best outcomes for pupils. This includes referrals to external agencies, early help referrals, etc
  5. Persistent Absence for children in receipt of PPG is in line with non-disadvantaged peers.
  6. There were no permanent exclusions during the 2023-24 period. Weekly safeguarding meetings, PPG review meetings and strategy meetings ensure that provision is in place for identified children. Staff work with external services – such as Stockport Behaviour Support Service – to ensure that professional advice is implemented to ensure best outcomes for children.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
All programmes were internal	

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### The impact in 23/24 was:

- The provision and support offer from the Rainbow Room has been extended. We have found that less children are needing it, although there are still a few complex needs across the school. Long-term staff absence has had an impact on this offer recently
- The focus recently has been on curriculum development, reading progression across the school and a new writing cycle. Support from Victorious Academies has taken place with subject leaders. We have continued to work with RWI in phonics
- School need to do further work with metacognition strategies and growth mindset across the school, as resilience to learning is still low.
- Children in EYFS still arrive well below the national level
  - Input from the inclusion team on adaptive teaching is starting to be seen in classes