

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Abington Vale Primary
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 21-22 Sept 22-23 Sept 23-24
Date this statement was published	Sept 21
Date on which it will be reviewed	July 22
Statement authorised by	Laura Cichuta – Head teacher
Pupil premium lead	Dawn James
Governor / Trustee lead	Carly Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,000
Recovery premium funding allocation this academic year	£ 6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 69,000

Part A: Pupil premium strategy plan

Statement of intent

At Abington Vale Primary School, all members of staff and governors accept responsibility for all pupils. We recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point, require additional support and intervention during their school career. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium, or disadvantaged, is valued, respected and entitled to develop to their full potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those families who may face additional challenges.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We will support this through quality CPD. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that the social and emotional needs are addressed in order to promote a readiness to learn
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Through observations, assessment and data, gaps have been identified in oracy skills and vocabulary. These are particularly evident in Foundation but also throughout school especially amongst disadvantaged pupils.
2 Pastoral	Our assessments, observations and discussions with pupils, families and teachers, have shown a significant % of disadvantaged pupils require a high level of additional pastoral support in order to access learning. This includes support through safeguarding and nurture.
3 Reading	Our assessments and observations show a lack of exposure to books, rhymes and literature leading to early phonic difficulties amongst disadvantaged pupils and this negatively affects their development as readers.
4 Wider school life	Teacher referrals for children has highlighted families who struggle to provide necessities such as food and clothing. This in turn impacts on wider experiences that children can access such as healthy lifestyles, visiting places, music lessons, balanced diets.
5 Attendance	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively affects disadvantaged pupil's progress.

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
<p>An increase vocabulary and ability to communicate and express themselves clearly. Children will experience more opportunity to over-learn and consolidate key vocabulary throughout the curriculum.</p> <p>Teachers will consciously and purposely plan for the learning and teaching of Tier 1 and 2 words across the curriculum and through Q&T support children to acquire the vocabulary.</p> <p>Oracy and vocabulary enrichment will be prioritised in the teaching methodologies that underpin the reading and writing curriculum.</p> <p>Where necessary, children will participate in targeted interventions including NELLI, focussed on</p>	<p>Children will acquire more vocabulary and this will be evident in their:</p> <p>day to day conversations</p> <p>written work</p> <p>reading attainment (comprehension and phonics) and contribution to dialogic discussion</p> <p>ability to express themselves</p> <p>access to new learning in the classroom</p>

developing oracy and conversational skills by trained practitioners. Children will receive high quality phonics teaching and when appropriate be exposed to pre-and post learning.	
<p>Pupils' emotional and physical health improves and is not a barrier to their learning.</p> <p>School works in close partnership with families and external agencies to improve the children's physical and mental well-being beyond the school day.</p> <p>Quality first teaching in place to access PSHE programmes including Jigsaw and PB's in order to increase mental wellbeing and self-esteem so children are ready to access learning.</p> <p>Inclusion team to have specific CPD to support needs of those disadvantaged children in relation to using vocabulary and expression to discuss feelings and emotions.</p>	<p>Pupil's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions, where needed, to support them in making progress.</p> <p>For the SDQ's of those PP children to see an increase due to successful PSHE programmes.</p> <p>Access to nurture or 1:1 if appropriate.</p>
<p>Children will be taught a well sequenced reading and writing curriculum that is based on utilising high quality literature.</p> <p>Children will have access to: phonics books which match their attainment, a wide variety of reading for pleasure books, regular access to the class (and school Covid permitting) library, class novel.</p> <p>Where appropriate, children will attend a book club at lunch time and be heard read regularly by an adult in school.</p> <p>A pets as therapy reading dog will be used on both sites to encourage confidence and fluency in reading</p> <p>Children will have access to Nessler where necessary to accelerate gaps in learning where needed.</p> <p>A range of library books stocked to suit varying needs of readers</p>	<p>Children see themselves as readers and have a positive reading attitude.</p> <p>Outcomes for reading and phonics will be at or above national expectations for KS1 and KS2.</p> <p>Children attend book clubs and targeted interventions as necessary.</p> <p>Nessler introduced to support phonics and spelling.</p>
<p>Disadvantaged children and families to have access to appropriate support in order to access school and the curriculum. Disadvantaged children and their families to have immediate support from the inclusion team to ensure that external barriers to learning are diminished by ensuring the child's voice is paramount. Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips. Disadvantaged children will have access to a free school meal</p>	<p>Inclusion team to intervene and or signpost children and families to appropriate support. Improved attendance for disadvantaged children.</p> <p>Voucher system for all PP parents, and disadvantaged families where appropriate, to access to support trips, clubs and access to uniform.</p> <p>All children eligible for FSM to have a hot school meal ensuring a well balanced diet.</p>
Attendance and punctuality. For children to be in school, on time every day	For attendance to be 96% or better. For children to be in school ready to learn from their start time.

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: £ 3,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and resource the developing writing curriculum that places oracy at the heart. Implement and resource the developing reading curriculum that is underpinned by dialogic talk. Embed the teaching of vocabulary across the curriculum. Embed NELLI as an intervention tool	<ul style="list-style-type: none"> The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention EEF state that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. ' <p>Evidence provided in Bringing Words Alive & Closing the Vocabulary gap by Alex Quigley E. D. Hirsch, Jr. [2013] 30 million word gap (Betty Hart and Todd R. Risley. (2003)</p>	1, 3
Embed and resource the reading curriculum that ensures a wide range of literature is read and taught. Introduce book clubs, reading for pleasure, reading challenges. Children are heard read frequently by an adult in school. Children are assessed against the SVOR regularly.	<ul style="list-style-type: none"> In-school data Reflections from Pupil Progress Meetings EFF Improving Literacy 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	3

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

Budgeted cost £ 51,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce more opportunities for children to talk and chat- use lunch time to introduce Voice 21 oracy project. Embed Pre- and post-learning of key vocabulary e.g. Tier 1 and 2 words in order to access learning	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence provided in Bringing Words Alive & Closing the Vocabulary gap by Alex Quigley E. D. Hirsch, Jr. [2013]</p> <p>30 million word gap (Betty Hart and Todd R. Risley. (2003)</p>	1
Nessy interventions Reading dog Lunch book clubs HfLsmall group interventions	<p>EEF reading comprehension strategies have strong evidence base that indicates a positive impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
<p>Access to targeted interventions with Behaviour Support Mentor</p> <ul style="list-style-type: none"> Family Support Worker and DSLs where necessary work, in close partnership with families and external agencies to improve the children's physical and mental wellbeing beyond the school day. Opportunities such as: Drawing & Talking Lego Therapy 1:1 support/mentoring from FSW Access to nurture group where necessary Anxiety interventions 	<ul style="list-style-type: none"> Targeted Interventions matched to specific students can be effective to raise wellbeing, emotional regulation and self esteem Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit) 	1, 2

Partnership work with NTFC to include mental well being and resilience		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW to monitor attendance and offer regular support and advice for parent and children to encourage attendance.	<ul style="list-style-type: none"> Good attendance improves well-being of children. Regular attendance improves progress <p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p>	5
FSM to eligible children, school milk, subsidised breakfast club if needed	A well balanced and nutritional diet improves wellbeing and concentration. Breakfast club offers well balanced food and social skills for emotional development	4
Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips.	PP vouchers given to each PP family. 150 pounds per year to be used for clubs, trips, uniform, extracurricular activities.	4

Total budgeted cost: £ 69,000

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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>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?</i></p>
<p>Quality first teaching in place to access PSHE programmes including Jigsaw and PB's in order to increase mental wellbeing and self-esteem so children are ready to access learning. Inclusion team to have specific CPD to support needs of those PP children in relation to using vocabulary and expression to discuss feelings and emotions. The teaching and use of this vocabulary to be seen in written work.</p> <p>Nurture work in bubbles continued as well as emphasis on small group and individual work with emotional literacy PSHE programme – JIGSAW in place in all classes, CPD delivered to ensure quality first teaching of this. Nurture team received CPD for emotional vocabulary and higher-level vocab including NPAT vocabulary training.</p>
<p>For behaviour not to become a barrier to learning. Less time dealing with behaviour issues, a decline in red and orange cards. Promotion of good behaviour and right choices being made result in progress being made academically.</p> <p>Behaviour incidents declined and there was a reduction of red cards. Due to bubbles throughout COVID more emphasis was put on class rules, behaviours and consequences. Bullying to Blackbelt programme took place in person and via Teams – children's voice showed positive feedback and a reduction in low level behaviour incidents within those classes taking part.</p>
<p>Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate targeted interventions.</p> <p>Interventions in place and monitored – HfL impact seen in all year groups 3-6. Educational psychologist engaged through teams and parent calls. Interventions planned, assessed and reviewed by SLT, class teacher and delivered by TA's who undertook relevant training for each intervention.</p>
<p>Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips. Identified children accessing technology in school and at home in light of remote learning.</p> <p>Children who needed devices were identified throughout lockdown and devices bought. Children who needed internet boosting or connecting were identified and given resources needed.</p>
<p>To ensure children get a well-balanced and nutritional diet</p> <p>Meal uptake monitored in school. Food bags delivered throughout lockdown to vulnerable families.</p>

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

Programme	Provider
Herts for learning	
Number sense	