

# Pupil premium strategy statement

This statement details our school's use of pupil 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 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 ( <b>3 year plans are recommended</b> )	Sept 21-22 Sept 22-23 Sept 23-24
Date this statement was published	Sept 21/22/23
Date on which it will be reviewed	July 24
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	£68,320
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	£68,320

# Part A: Pupil premium strategy plan

## Statement of intent

At Abington Vale Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, achieve and sustain positive social, emotional and educational outcomes. We intend for our children to make good or better progress from their individual starting points and achieve highly across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

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
For children to be exposed to 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.  Teachers will consciously and purposely plan for the learning and teaching of Tier 1 and 2 words across the curriculum and through QFT support children to acquire the vocabulary.	Children will acquire more vocabulary and this will be evident in their:  day to day conversations  written work  reading attainment (comprehension and phonics) and contribution to dialogic discussion  ability to express themselves

<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 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>	<p>access to new learning in the classroom</p>
<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 Nessy 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>Nessy 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.</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>

Disadvantaged children will have access to a free school meal	
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: £630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and resource 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"> <li>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></li> <li>EEF state that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</li> <li>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. '</li> </ul> <p>Evidence provided in Bringing Words Alive &amp; 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	<ul style="list-style-type: none"> <li>In-school data</li> <li>Reflections from Pupil Progress Meetings</li> <li>EFF Improving Literacy</li> </ul>	3

<p>pleasure, reading challenges. Children are heard read frequently by an adult in school. Children are assessed against the SVOR regularly.</p>	<ul style="list-style-type: none"> <li>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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> </li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £59,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Evidence provided in Bringing Words Alive &amp; 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
<p>Nessy interventions Reading dog Lunch book clubs HfLsmall group interventions</p>	<p>EEF reading comprehension strategies have strong evidence base that indicates a positive impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	3
<p>Access to targeted interventions with Behaviour Support Mentor · Family Support Worker and DSLs where necessary work, in close partnership with families and external agencies to improve the</p>	<ul style="list-style-type: none"> <li>Targeted Interventions matched to specific students can be effective to raise wellbeing, emotional regulation and self esteem</li> <li>Social and Emotional learning +4 months (EEF Toolkit)</li> </ul>	1, 2

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"> <li>Behaviour interventions +3 months (EEF Toolkit)</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,004

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"> <li>Good attendance improves well-being of children. Regular attendance improves progress</li> </ul> <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 per year to be used for clubs, trips, uniform, extracurricular activities add evidence	4

**Total budgeted cost: £68,320**

## 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 2022 to 2023 academic year.

*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.*

*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?*

**2022 - 2023.**

#### **CPD**

All members of staff benefitted from CPD in reading, writing, maths and foundation subjects. The Curriculum Lead supported Subject Leads in developing their roles further in order to support other members of staff. One of our Deputy Heads completed the NPQLL This training will be cascaded through the school during the next academic year. Two members of staff have completed the NPQLBC with another 2 members of staff successfully completing the NPQLTD which will inform further good practice through staff coaching.

**Embed and resource the reading curriculum that ensures a wide range of literature is read and taught and resource the developing reading curriculum that is underpinned by dialogic talk.**

*Reading CPD has been delivered throughout staff meetings and coaching has taken place through conversations, modelling and team teaching.*

HfL has been delivered in small groups of 6-8 children throughout KS2.

Nearly all results showed a greater knowledge in comprehension and word accuracy with some children making a 2-year gain from their initial assessment

**Implement and resource developing writing curriculum that places oracy at the heart.**

Oracy CPD to staff delivered through staff meetings throughout the year. Children in all classes access the stem sentences in maths and English alongside the wider curriculum. Oracy learning walks undertaken to show implementation and progress.



**Access to targeted interventions with FSW and Nurture team**

Our Family Support Worker and nurture team have supported children, families and teaching staff in accessing school positively. Wellbeing and safeguarding records indicate that intervention groups run by the pastoral workers were successful in increasing motivation to learn and self-esteem. *Children who have accessed nurture have shown progress in Boxall and SDQ results and this has been clearly visible on attitudes to learning in class.* 24 children have attended nurture throughout the year. There has been an 92% success rate shown and external agencies and interventions have been introduced to capture the children who needed further intervention.

**Introduce more opportunities for children to talk and chat- use lunch time to introduce Voice 21 oracy project.**

Oracy has been introduced at lunchtimes with LTS supporting and modelling conversations. We gained our Better Lunch Times Kitemark and they commented that 'there is a community feel with pupils interacting more amongst their tables'

**FSW to monitor attendance and offer regular support and advice for parent and children to encourage attendance.**

Attendance monitoring was proactive and robust with letters sent home and consultations arranged where needed. FSW has worked closely with the attendance officer to ensure the process is carried out effectively. Attendance has risen from 91.2% 21/22 to 94.3% 22/23.

**Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips.**

The voucher system has enabled children to access residential trips and extra curricular clubs Through this resilience, self-esteem and team building has been developed.

Disadvantaged children	Reading Ex or above	Writing Ex or above	Maths Ex or above
End of KS1 (7 Children)	28%	29%	14%
End of KS2 (12 Children)	83%	84%	75%

**2021-2022**

*Implement and resource the developing writing curriculum that places oracy at the heart.*

Oracy CPD to staff delivered through staff meetings throughout the year. Children in all classes access the stem sentences. Oracy in assembly time has been introduced slowly during the summer term  
Oracy learning walks undertaken to show implementation and progress

*Embed and resource the reading curriculum that ensures a wide range of literature is read and taught.*

*Reading CPD has been delivered throughout staff meetings and coaching.*

<p>In KS1 outcomes are generally below in reading and phonics. 2 of these children were new to the school in March and 3 have additional needs. The remaining children are close to reaching the expected level and will be targeted next year.</p> <p>In KS2 outcomes are generally at expected or greater depth in reading</p>
<p><b>2021 – 2022</b></p> <p><i>Pupils' emotional and physical health improves and is not a barrier to their learning. 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.</i></p> <p><i>Children who have accessed nurture have shown progress in Boxall and SDQ results and this has been clearly visible on attitudes to learning in class. 24 children have attended nurture throughout the year. There has been an 87.5% success rate shown and external agencies and interventions have been introduced to capture the children who needed further intervention.</i></p>
<p><b>2021 – 2022</b></p> <p><i>Embed and resource the reading curriculum that ensures a wide range of literature is read and taught.</i></p> <p>HfL has been delivered in small groups of 6-8 children throughout KS2. Nearly all results showed a greater knowledge in comprehension and word accuracy with some children making a 2-year gain from their initial assessment.</p>
<p><b>2021 – 2022</b></p> <p><i>Increased number of disadvantaged children attending extra-curricular clubs and attending residential trips</i></p> <p>Attendance of clubs and trips have had increased. Funding has enabled children to access residential trips, and this encouraged resilience and team building</p>
<p><b>2021 – 2022</b></p> <p><i>Attendance and punctuality. For children to be in school, on time every day</i></p> <p>Attendance has been monitored closely with letters home and consultations where needed. FSW to continue this with attendance officer.</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

## Service pupil premium funding (optional)

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

Measure	Details
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

*Recovery funding / school led tutoring*