

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023/2024 academic year 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 | Abbots Hall Primary Academy |
| Number of pupils in school | 355 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jack Arnold, Headteacher |
| Pupil premium lead | Stuart Holmes, Deputy Headteacher |
| Governor / Trustee lead | Rita Garner |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £97,485 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £239 |
| 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 | £97,724 |

Part A: Pupil premium strategy plan

Statement of intent

At Abbots Hall Primary Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' academic, social and emotional needs in a nurturing environment. All children are entitled to reach their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the outcomes for pupils in receipt of pupil premium are in line with those of their peers in school across the curriculum.
- To ensure mental health and wellbeing of all pupils including those disadvantaged is prioritised, with support in place for any child or family.
- To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers in school.

A significant number of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Quality of teaching High quality teaching is vital to address the gap between those entitled to PPG and their peers. Internal assessments and observations indicate that disadvantaged pupils are achieving below their non disadvantaged peers. |
| 2 | Catch up/Keep up interventions Children in receipt of PPG who are achieving below their potential require additional interventions to close the gap. |
| 3 | Raising aspirations |

| | |
|---|---|
| | Children entitled to PPG may not have the same opportunities as their peers. A range of difficulties that students entitled to PPG may experience have the potential to impact on attendance, engagement, experiences and learning for example. |
| 3 | Mental health Evidence through teacher assessment and parental engagement suggests that disadvantaged pupils are more likely to receive additional social and emotional support in school. |
| 4 | Attendance Attendance data evidences that disadvantaged pupils have on average a 2-3% lower attendance rate than those of their peers. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 year plan)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Internal assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | Internal school wide reading outcomes in 2024/25 show that all children make expected progress, with disadvantaged pupils making accelerated and diminishing the difference. |
| Improved phonic check outcomes for disadvantaged pupils | Disadvantaged pupil outcomes in phonics check are in line with non-disadvantaged. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£24,339**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Regular ongoing school phonics and reading training provided through new phonics scheme. | Government Reading Framework outlines importance of whole school approach. | 1, 2 |
| Continued use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| White Rose maths teaching, dedicated CPD time for all staff | The 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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 1 |
| TT Rockstars to increase mathematics fluency | | 1 |
| Specialist Ks1 and Ks2 provision and CPD. | | 1 |

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

Budgeted cost: **£45,341**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speaking and listening interventions run by staff. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, delivered through new phonics scheme | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Reading recovery scheme tuition, both 1:1 and group sessions. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Literacy Gold subscription for children in Ks2 who are not reading fluently | In school evidence demonstrates that children receiving Literacy Gold initiative make accelerated progress | 2 |
| Small group and 1:1 interventions run by LSAs | EEF best practice use of TAs/LSAs | 2 |

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

Budgeted cost: **£28,044**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on new behaviour system, including sanctions and recognising positive behaviour choices | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1,2,3 |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and key staff attending regular (3 weekly) meetings to track and improve attendance.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Contingency fund for acute issues, with individual pupil budgets allocated. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Forest School run by trained FS leader | | 2,3 |

Total budgeted cost: £97,724

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.

Impact headlines from 2022-23

- 80% students entitled to PP achieved age related expectations phonics test.
- 64% of PP Ks2 pupils achieved ARE in Maths SATS
- 71% of PP Ks2 pupils achieved ARE in Reading SATS
- 78% of PP Ks2 pupils achieved ARE in Writing SATS
- 50% of PP Ks1 pupils achieved ARE in Maths SATS
- 25% of PP Ks1 pupils achieved ARE in Reading SATS
- 25% of PP Ks1 pupils achieved ARE in Writing SATS

Externally provided programmes

| Programme | Provider |
|------------------|-----------------------|
| Forest School | Forest School For All |
| Reading Recovery | Wendy Ward |
| TT Rockstars | Maths Circle Ltd |