

Abbots Hall Primary Academy Pupil Premium Grant headline report – 2022/23

This table highlights the school's key areas of focus. It gives examples of the programs and activities in which the school invests its PPG allocation.

Learning in the curriculum	Quality first teaching Interventions i.e. Reading Recovery termly PPM meetings
Social, Emotional and Learning Behaviour	Forest School Family Support Worker Learning Mentor Nurture provision Outside agencies – Open Door Counselling
Enrichment beyond the curriculum	Trips to enhance the curriculum Extra-curricular clubs Visitors into school to support inspiration experiences.
Families/Community	Family Support Worker Mentoring Breakfast Club/After School club Uniform

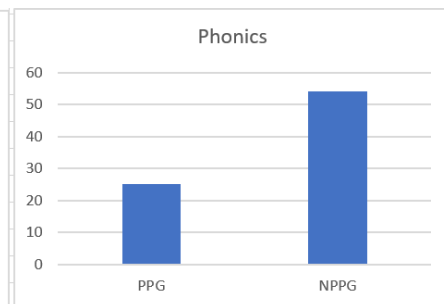
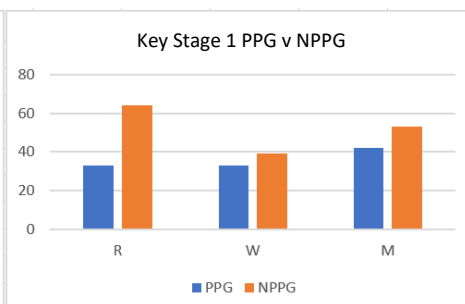
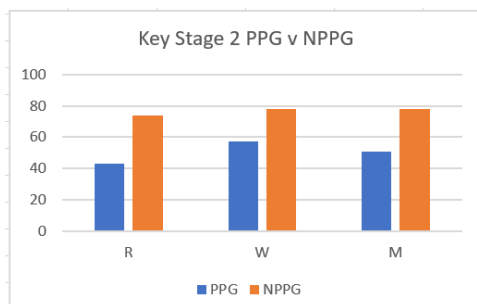
2022/23 School Context

Class	Key Stage numbers	Class numbers	Boys	Girls	PPG	LAC	SEN (incl EHCP)	EHCP	Medical
Silver	95	13	5	8	0	0	1	0	0
Gold		23	14	9	0	0	3	0	1
EYFS (RKB)		29	12	17	5	0	2	2	1
EYFS (RST)		30	12	18	7	0	4	1	1
Year 1 (Cam)	86	28	10	18	8	0	3	0	2
Year 1 (Mon)		28	14	14	2	0	3	0	0
Year 2 (Van)		30	11	19	4	0	3	1	3
Year 3 (Bel)	161	24	16	08	7	0	4	0	0
Year 3(Swit)		26	13	13	5	0	6	1	3
Year 4(Sen)		28	15	13	5	0	4	0	3
Year 5 (Ben)		28	12	16	11	0	7	3	1
Year 6 (Mad)		28	12	16	4		7	1	0
Year 6 (Sey)		27	13	14	7	0	2	0	0
School	342	342	159	183	65	0	49	9	15
			46.4%	53.5%	19.0%	0.00%	14.3%	2.6%	4.4%

What does this tell us?

- The percentage of pupils eligible pupil premium is below the National average (22.5%)
- The percentage of children with an EHCP is below National Average (4%)
- The percentage of children on SEN support is broadly in line with National average (12.6%)

2022 Statutory Key Stage Assessments



2022 National outcomes (all ch)			
Taken from FFT end of KS Teacher Assessments			
	R	W	M
Ks1	68%	59%	70%
Ks2	74%	69%	71%

- NPPG children are out-performing PPG in all subject areas
 - Largest gaps evident in reading

2022 End of year Teacher Assessment data:

Ks2 Expected+ Standard (Years 3,4,5)

	Reading		Writing		Maths	
	Attainment	Difference	Attainment	Difference	Attainment	Difference
PPG	67%	-5%	44%	-13%	52%	-8%
Non PPG	72%		57%		60%	

KS1 Expected+ Standard (year 1 only)

	Reading		Writing		Maths	
	Attainment	Difference	Attainment	Difference	Attainment	Difference
PPG	0%	-68%	0%	-60%	25%	-43%
Non PPG	68%		60%		68%	

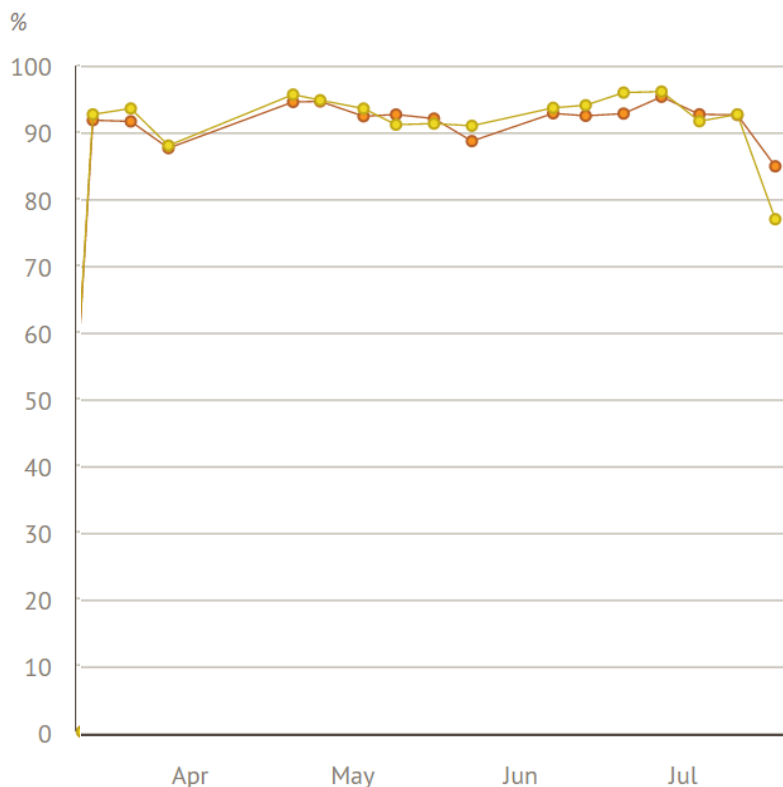
EYFS GLD

	EYFS GLD	
PPG	79%	-4%
Non PPG	83%	

What does this tell us?

- Teacher Assessments show a smaller gap than statutory assessments.
- Outcomes in Reception demonstrate impact of Early Years Curriculum on Disadvantaged pupils

2022 Punctuality and Attendance.



2021/22 EOY Attendance		
	PPG	NPPG
Attendance	92.4%	94.8%
Lates	25%	11%

Late letters now sent to all children with significant lateness.

Reception parents informed of expectations before their child is of school age.

Letter of improved attendance sent to those with significant rises.

What is the attendance of pupils with additional funding compared to their peers?

- PPG children are more likely to be off school.
- All attendance figures low, trend in holidays during term time.

How do we spend our Pupil Premium?

Our school adheres to national best practise guidance (recommended by the DfE) when spending its Pupil Premium Grant (PPG) funding. Therefore, we use a tiered approach, targeting spending across the following 3 areas:

- **Teaching:** School Improvement and professional development for all staff to improve the impact of teaching.
- **Academic support:** specific (individual or grouped) interventions to support closing gaps in attainment.
- **Wider approaches:** Family and Pupil Support. Help with cost of educational trips or visits.

A report will be shared in via the finance report 27/11/22.

2022/23 Pupil Premium Action Plan:

Objective: PPG achievement gaps are diminished - accelerated progress is evident.		
Success criteria: Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.		
Key Findings from 2021/22 outcomes	Action to improve	Success Criteria
At Abbots Hall Primary: <ul style="list-style-type: none"> Children in Ks1, particularly PPG, require additional support to 'catch-up' with lost learning in phonics. 	Screen all children in Ks1, year 3 and year 4 for phonic knowledge. Ks2 ch in need to receive phonics teaching.	<i>There is a clear catch-up programme in place to support the needs of the pupils in phonics.</i>
		<i>School resources are distributed towards early reading support.</i>
		<i>All children in school who are in need are taught phonics.</i>
At Abbots Hall Primary: <ul style="list-style-type: none"> The increase of classes in some year groups means the availability of spaces is high. This can lead to pupils, with a variety of needs, being placed here. 	To fully embed induction arrangements for new pupils (incl those entering our additional classes).	<i>The school has a clear Induction Policy in place for all new pupils entering the school.</i>
		<i>Vulnerable pupils are quickly identified when starting the school and tailored support plans for these pupils and families is put into place.</i>
At Abbots Hall Primary: <ul style="list-style-type: none"> Disadvantaged pupils are attaining below their NPPG peers, particularly in writing. 	To improve attainment for all pupils in writing.	<i>The school targets identified children in PPM meetings.</i>
		<i>Individual achievement targets and focused provision plans are put in place to ensure pupils underachieving are targeted to ensure rapid progress.</i>
At Abbots Hall Primary: <ul style="list-style-type: none"> There are significant progress gaps between lower attainers in Reading, Writing and Maths who are eligible for additional pupil premium funding than their peers. 	To improve early reading and fluency for our vulnerable pupils closing the gap in achievement.	<i>The school ensures the progress gaps are diminished by targeting pupils with Reading Recovery delivered 1:1 by a teacher.</i>
		<i>Using synthetic phonics teaching the school ensures all pupils are able to use phonetic knowledge when reading or writing.</i>
		<i>There is evidence of accelerated progress for children in receipt of pupil premium funding.</i>
At Abbots Hall Primary <ul style="list-style-type: none"> Children eligible for pupil premium funding are more likely to have poorer attendance and punctuality rates. 	To review all school procedures and policies with regard to attendance and punctuality and embed attendance reports to key staff and parents.	<i>Using monthly attendance meetings, the school rigorously monitors attendance and acts quickly to implement support.</i>
		<i>The school identifies and works with families who have poor punctuality, quickly addressing potential barriers to arriving at school on time.</i>
		<i>Timely and relevant reports are sent to key staff and parents.</i>