

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	Abbey Mead Primary Academy
Number of pupils in school	724
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gary Aldred
Pupil premium lead	Gary Aldred
Governor / Trustee lead	Mark Oldman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,110 + EYFS PP
Recovery premium funding allocation this academic year	£11,745.00
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	£119,110 + EYFS PP

Part A: Pupil premium strategy plan

Statement of intent

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

We consider carefully the barriers faced by our vulnerable pupils, such as those who have a social worker or those who have faced Adverse Childhood Experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 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	<p>QFT</p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching. There are identified cohorts within the school which were disproportionately impacted by local closures and lockdowns.</p>
2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. A lack of opportunities to hear good language models outside of school, leads to impoverished English language opportunities for many of our children. Gaps are evident from Reception through to KS2 and in general, are more prevalent and difficult to close among our disadvantaged pupils than their peers.</p>
3	<p>Pastoral</p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children’s development.</p> <p>Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for a number of pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Teacher requests for additional support and referrals exemplify that an increased number of pupils need higher levels of pastoral support and intervention.</p> <ul style="list-style-type: none"> - Inclusion & Wellbeing Advocate figures – Of the pupils receiving higher levels of pastoral support, a disproportionate number of these pupils are classified as PP. These pupils require a range of support with social and emotional difficulties, benefitting from specific interventions around self-esteem and positive mental health. - DSL figures show that a disproportionate number of disadvantaged pupils currently require varying levels of additional support and monitoring due to ongoing social care issues. <p>Our Trauma Informed Practitioner assesses and works alongside a number of identified pupils to provide greater social and emotional support; focusing greatly on building resilience to overcome Adverse Childhood Experiences.</p>
4	<p>Phonics & Early Reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers. This was exacerbated during extended lockdowns by a lack of access to high quality texts within households.</p>
5	<p>Attendance</p>

	<p>Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, there is a pattern of sporadic and sustained absence.</p> <p>Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the end of the academic year (2022/23) the attendance of PP children was 93.9% in comparison to 95.7% for our whole school attendance. Whilst this percentage is in line with the overall National Attendance percentage of 94% and above the PP comparative, we wish to raise the attendance of PP pupils to promote attainment and achievement.</p> <p>A greater percentage of disadvantaged pupils have been ‘persistently absent’ compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
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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
PP children leave Abbey with the ability to articulate their thoughts well and contribute to discussions freely.	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Precision quality first teaching is deployed across the school to close gaps in language acquisition (Voice 21) – Where gaps exist, they are identified quickly, addressed and narrowed as evidenced through rising attainment.</p>
PP children leave Abbey with the ability to read to an Age-Related Expectation	<p>KS2 reading outcomes between 2022 and 2025 show an improving picture in regard to the % of disadvantaged pupils meeting the expected standard.</p> <p>Where challenges exist, they are identified quickly, addressed and narrowed through deployment of additional intervention (BRP)</p>
Children at Abbey have access to a rich Cultural Capital Offer through both our purposeful and enriched school facilities and through educational visits.	All pupils have access to our Abbey Offer of enrichment; with PP pupils being afforded additional opportunities to broaden their experiences and aspirations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our	Sustained high levels of wellbeing from 2024/25 demonstrated by:

disadvantaged pupils so to lessen the impact of Adverse Childhood Experiences	<ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • retain low levels of low-level disruption and exclusion rates • a significant increase in participation in enrichment activities; particularly among disadvantaged pupils • increased parental engagement
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained and improved levels of high attendance between 2021/22 and 2024/25 demonstrated by:</p> <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 inline with school wide attendance • the percentage of all pupils who are persistently absent being below 10% taking account of demographic context and the figure among disadvantaged pupils being below the school wide % in comparison to their peers.

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: £44,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and deployment of additional staff member to facilitate early language development and oracy interventions in the EYFS	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>Resource - TA salary- 27.5 hours per week - £15,077.13</p>

<p>Embed Oracy principles and dialogic activities, as directed by our Voice 21 approach, across the school curriculum. These will support pupils in articulating key ideas, consolidating understanding and This will be achieved through purchasing additional resources, and funding ongoing teacher training and release time.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Through establishing a whole school approach, we will bring about consistency in our Quality First Teaching of Oracy.</p>	<p>2</p> <p>Resource – release time for bespoke Voice 21 training of Oracy Champions, whole school CPD, Oracy resources and dissemination to wider staff.</p> <p>Voice 21 Subscription = £2,500</p> <p>Talk Boost Subscription = £1000</p>
<p><i>Appointment of a phonics lead to undertake bespoke phonics training, carryout phonics review and disseminate training so to ensure synthetic phonics approach enhances early reading offer (coaching new members to the team and establishing school wide approach)</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>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</p>	<p>4</p> <p>Resource – TLR for phonics lead, biweekly release time, commissioning of phonics reviews, additional resources and redeployment of teaching assistant hours</p> <p>TLR - £1,800</p>

<p><i>Broaden the capacity and remit of the reading team through providing additional release time to implement consistent reading strategies; including the introduction of Accelerated Reader across the school</i></p>	<p>Literacy KS1 Guidance Report 2020 2021-09-23-134225 lfml.pdf Recommendation 2 Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p>	<p>4</p> <p>Resource- weekly release time, appointment of additional reading leads, subscription to Accelerated Reader, loaning of devices to PP children were deemed necessary</p> <p>Accelerated Reader cost/subscription £6,465</p> <p>Book costs £5000</p>
<p><i>Through the deployment of additional teachers to both the EYFS & KS2, we aim to improve the QFT offer of pupils through reducing group sizes and offering targeted QFT.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Research by the Education Endowment Foundation (EEF) shows that <i>during the primary school years</i>, children get the most benefit from being in a small class. In their key findings on 'Reducing Class Sizes' they note that reducing class sizes has a positive impact of +2months each year</p> <p>1FTE additional teacher in Year 3 (Autumn term 1)</p> <p>1FTE additional teacher in Year 3 for Spring 1 & Summer 2 and later in Year 6 to add additional capacity for targeted teaching in order to reduce class sizes and offer a bespoke curriculum (Spring 2 & Summer term 1)</p>	<p>1</p> <p>Resource- Deployment of teaching staff to reduce group sizes</p> <p>MC(1 day) = £12,519 RR (1 day) = deployment to year 4</p>

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

Budgeted cost: £53,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	<p>4</p> <p>Resource – TA Salary £18,072</p>

<p>who require further phonics support.</p>	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>TA Deployment to Year 4 Pooja - £8,575</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>Resource – subsidise and top up tuition for PP pupils.</p> <p>Costings of this are to be finalised through DfE suggested figures and union agreement. TMET to send through finalised hourly pay.</p> <p>50% Subsidy = £12,000</p>
<p><i>Deploy effective reading interventions which have a proven track record through extending the school day for identified pupils (Primarily BRP support before and after school)</i></p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 8</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 4</p> <p>Resource – Cover the cost of TA overtime to deliver BRP and extend school day</p> <p>£5000</p>
<p><i>Subsidised School Trips & Residentials</i></p>	<p>Children from low-income households more than 4x more likely to miss out on social interactions. (University of Leeds 2018) Exacerbated by the closures of all services during the Pandemic. No school trips were run from March 2020-June 2021</p>	<p>2 & 3</p> <p>Resource – Allocation of enrichment budget to fully fund the attendance of PP pupils on enrichment experiences and broaden after school club offer. (Budget - £8300)</p> <p>PE Enrichment for PP pupils £1000</p>

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

Budgeted cost: £ 41,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Deploy effectively our Inclusion & Wellbeing Advocate, Mental Health Practitioner and Specialist teacher to provide bespoke programmes and training to best support pupils facing deficits.</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>Resource – Deployment of specialist Trauma Informed Practitioner – 1 day a week = £12,519</p> <p>TIP CPD =</p> <p>50% Inclusion and Wellbeing Advocate - RM = £8,884</p>
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and further improving behaviour across school; encouraging greater character development</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. As a school, we recognise that effective de-escalation techniques are essential in ensuring we best meet our pupils needs and believe TEAM TEACH Training offers an effective model of this.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>Resources – support of Removing Barriers to Learning team, allocation of CPD time, development of Character Muscles.</p> <p>£2,500</p>
<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 appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>5</p> <p>Resources – TMET Attendance Network, LA Attendance Network, commissioning of EWS, deployment of Attendance Officer.</p> <p>3/5 Salary = £18,019</p>

Total budgeted cost: £ 139,860

Part B: Review of outcomes in the previous academic year

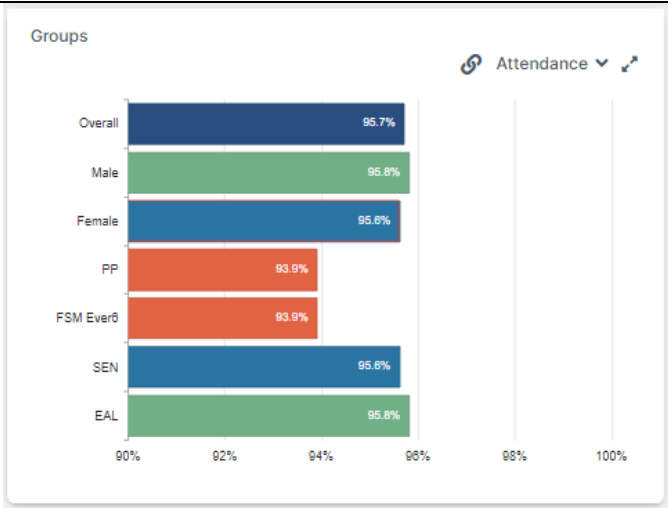
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	CHALLENGES	PROVISION & IMPACT																																																							
1	<p>QFT</p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching</p>	<p>Focus on Teaching & Learning Pedagogy determined by research (Rosenshine)</p> <ul style="list-style-type: none"> Weekly updates have been provided through our daily diary – focusing on principles of high-quality teaching and learning. Dissemination of ECT practice and research through school wide CPD and teacher led development Successful completion of ECT year for 2 teachers Successful completion of ECT+1 year for 3 teachers Highly focused PDR targets and CPD opportunities (OTP, NPQ programmes) Participation in NPQTL for 3 teachers (HF, SR, ET) Targeted support through employment of additional teachers whose deployment is determined by data analysis and cohort specific needs Year 6 – Additional Teacher (Feb-June) By data point 2 (March 2023) In reading, 100% of pupils made expected or better progress with 16% of pupils making better than expected progress. 98% of pupils are expected to meet their end of KS target, with 23% of pupils surpassing their KS target. In writing, 100% of pupils made expected or better progress with 18% of pupils making better than expected progress. 94% of pupils are expected to meet their end of KS target, with 30% of pupils surpassing their KS target. In maths, 100% of pupils made expected or better progress with 26% of pupils making better than expected progress. 96% of pupils are expected to meet their end of KS target, with 34% of pupils surpassing their KS target. Focus on attainment and progress of PP pupils during Pupil Progress Meetings – directing future QFT & intervention focus. Year 3 – Additional teaching capacity deployed to Year 3 to support greater levels of pupil progress. A keen focus has been around literacy and the acquisition and application of phonics (see section below) Data analysis of Year 3 attainment has been used to direct high levels of tuition aimed at overcoming literacy deficits. Year 6 teacher released to undertake Local Authority moderation training which has then been used to disseminate knowledge across school, ensuring clearly sequenced and appropriate outcomes. Curriculum content across the school has been refined to ensure clarity of progression and knowledge. Principles and opportunities to revisit and recap prior learning have been prioritised to make connections between knowledge within and across subjects. Leaders have constructed a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. Pupil Premium KS2 End of Key Stage Data <table border="1"> <thead> <tr> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> <th colspan="2">GAPS</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>11</td> <td>55%</td> <td>GDS</td> <td>3</td> <td>15%</td> <td>GDS</td> <td>11</td> <td>55%</td> <td>GDS</td> <td>11</td> </tr> <tr> <td>ARE</td> <td>7</td> <td>35%</td> <td>ARE</td> <td>12</td> <td>60%</td> <td>ARE</td> <td>7</td> <td>35%</td> <td>ARE</td> <td>7</td> </tr> <tr> <td>WTS</td> <td>2</td> <td>10%</td> <td>WTS</td> <td>5</td> <td>25%</td> <td>WTS</td> <td>2</td> <td>10%</td> <td>WTS</td> <td>2</td> </tr> <tr> <td>ARE/ GDS</td> <td>18</td> <td>90%</td> <td>ARE/ GDS</td> <td>15</td> <td>75%</td> <td>ARE/ GDS</td> <td>18</td> <td>90%</td> <td>ARE/ GDS</td> <td>18</td> </tr> </tbody> </table>	Reading			Writing			Maths			GAPS		GDS	11	55%	GDS	3	15%	GDS	11	55%	GDS	11	ARE	7	35%	ARE	12	60%	ARE	7	35%	ARE	7	WTS	2	10%	WTS	5	25%	WTS	2	10%	WTS	2	ARE/ GDS	18	90%	ARE/ GDS	15	75%	ARE/ GDS	18	90%	ARE/ GDS	18
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2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language</p>	<ul style="list-style-type: none"> Low starting points in the EYFS, contributed to by EAL factor, resulting in a significant focus on language acquisition as supported by EEF research. Modelled language and activities promote spoken language 																																																							

	<p>skills and vocabulary gaps among many disadvantaged pupils. A lack of opportunities to hear good language models outside of school leads to impoverished language opportunities for many of our children. Gaps are evident from Reception through to KS2 and in general, are more prevalent and difficult to close among our disadvantaged pupils than their peers.</p>	<ul style="list-style-type: none"> Recruitment and deployment of additional teaching assistant to the EYFS has had a positive impact upon S&L opportunities for pupils; Commissioning of Oracy consultant (Voice 21) and appointment of Oracy Leads School wide staff have participated in a series of CPD sessions aimed at upskilling colleagues in the analysis, identification and teaching of specific Oracy skills. Pupil voice and oracy skills have grown across the school as evidence through pupil surveys, lesson observations and external visits (Challenge Partners report, Executive Visit Outcome letter). School staff have continued to work alongside the Oracy consultant to shape provision across the school. Colleagues have been asked to share best practice across Challenge Partners Network and with Flying High Academy Trust. Teaching Assistants have participated in specific oracy training to support them with approaches around Adaptive Teaching and Critical Thinking. Pupils have participated in several Oracy surveys to benchmark and evaluate the teaching of Oracy (Oracy Surveys) Oracy focus across the school, providing pupils with scaffolds and opportunities to articulate themselves Lunchtime structure continues to evolve to provide pupils with greater opportunities to promote social language opportunities, modelled by Senior Leaders. School wide CPD focussed on different elements of Oracy (Physical, Linguistic, Cognitive, Social & Emotional) EYFS Staff have been trained in the Talk Boost Intervention and run sessions across the EYFS setting. This is both promoting language acquisition and confidence
3	<p>Pastoral</p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development.</p> <p>Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Teacher requests for additional support and referrals exemplify that an increased number of pupils are in need of higher levels of pastoral support and intervention.</p> <ul style="list-style-type: none"> Inclusion & Wellbeing Advocate figures – Of the pupils receiving higher levels of pastoral support, a disproportionate number of these pupils are classified as PP. These pupils require a range of support with social and emotional difficulties, benefitting from specific interventions around self-esteem and positive mental health. DSL figures show that a disproportionate number of disadvantaged pupils currently require varying levels of additional support and monitoring 	<p>Enrichment</p> <ul style="list-style-type: none"> Fully subsidised enrichment opportunities for all PP pupils (Cultural Capital offer has been designed specifically to broaden the lived experiences of PP pupils [and those with SEND] to increase aspirations – coding club, Pedestrian Arts, reading visits, Moving Together, Artists in Residence, curriculum visits, Etc.) Through the support of the Trust & PP subsidy, we have been able to offer all pupils a fully subsidised visit, the have been aimed at developing a love of literature; including theatre visits (Y5 - Matilda & Y6 Oliver), novel enrichment (Y4 - Harry Potter World) Broadened access to PE enrichment, competing in a range of events aimed at promoting wellbeing and aspirations. Organisation of Year 5 & 6 careers fair, with dedicated time spent speaking with PP pupils about aspirations, careers and next stages of their education. School wide provision of Music teacher and sourcing of peripatetic music lessons (Strong uptake by PP pupils). Prioritised and free spaces at extracurricular clubs and enrichment opportunities Uptake of extra-curricular clubs by PP pupils (Club Registers) Sourcing of enrichment opportunities which provide broader cultural opportunities (RE visits, in house performances) There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. <p>Pastoral</p> <ul style="list-style-type: none"> Running of bespoke programmes focussed on narrowing social and emotional deficits Flourish programme has been delivered to identified pupils in Years 5 & 5, aimed at providing a greater awareness of social and emotional skills, self-efficacy and resilience. CPD sessions run by our Trauma Informed Practitioner have focussed on providing all class-based staff with an awareness of Cognitive Science & Therapy. TIP/Therapy sessions have been run with pupils facing adversity; focussing greatly upon ACEs (Domestic Abuse) Appointment of Inclusion & Wellbeing Advocate who works with pupils with social and emotional deficits, predominantly PP and pupils with SEND) Pastoral registers & notes (CPOMs) Schools Early Help Offer SEND CPD for school wide staff focusing on understanding behaviour as communication, identifying and catering for additional needs. EYFS & KS1 Team Teach training – focusing on dysregulation and de-escalation Teaching of Personal Development Bespoke and tailored work for pupils with identified needs, working closely with external agencies and specialist providers.

	<p>due to ongoing social care issues.</p> <p>Our Trauma Informed Practitioner has assessed and works alongside a number of identified pupils to provide greater social and emotional support; focusing greatly on building resilience to overcome Adverse Childhood Experiences.</p>																						
4	<p>Phonics & Early Reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers. This was exacerbated during extended lockdowns by a lack of access to high quality texts within households.</p>	<ul style="list-style-type: none"> Purchasing of specific phonics scheme & associated resources to promote strong practice (Partnership Phonics Programme). Purchasing of additional reading resources (Big Cat Collins) to promote early reading Running of early reading sessions of parents/carers. Targeted support and intervention through BRP both within and before/after the school day Targeted interventions as evidenced through provision maps and intervention timetables – Year 3 keen focus on phonics (trackers and progress) Deployment of additional Teaching Assistant to Year 3 (LC) to run focussed phonics & early reading interventions. These have promoted acquisition of phonetic knowledge and application as evidenced through tracker and classroom work. Targeted support through after school and weekend tuition run by teachers and NTP certificated staff Continuation of phonics lead (MS), commissioning of review and development of phonics approach leading to greater consistency. 2021/2022 - Year 1 Phonics Screening indicated 78% of pupils have reached the expected standard with a good number of remaining pupils scoring within reaching distance of the expected standard. <table border="1" data-bbox="638 862 1209 1120"> <thead> <tr> <th>Mark Range</th> <th>Number of pupils</th> <th></th> </tr> </thead> <tbody> <tr> <td>36-40</td> <td>50</td> <td>Strong Pass</td> </tr> <tr> <td>32-35</td> <td>20</td> <td>Pass</td> </tr> <tr> <td>25-31</td> <td>8</td> <td>Close</td> </tr> <tr> <td>18-24</td> <td>1</td> <td></td> </tr> <tr> <td>13-18</td> <td>7</td> <td></td> </tr> <tr> <td>0-12</td> <td>5</td> <td></td> </tr> </tbody> </table>	Mark Range	Number of pupils		36-40	50	Strong Pass	32-35	20	Pass	25-31	8	Close	18-24	1		13-18	7		0-12	5	
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13-18	7																						
0-12	5																						
5	<p>Attendance</p> <p>Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, there is a pattern of sporadic and sustained absence.</p> <p>Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the beginning of this academic year (2021-22) the attendance of PP children was 95.5% in comparison to 96.3% for our whole school attendance. This percentage difference is comparable for the past 3 years.</p> <p>A greater percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<ul style="list-style-type: none"> Bespoke attendance analysis & Identification of barriers contributing to absenteeism have been addressed through Attendance Graduated Response; ranging from the establishment of routines, in school support, to escalation of Education Welfare Support. As of 23/05/2023 - Pupil Premium 94.5% in comparison to school wide attendance of 95.9%. Pupil Premium Attendance is above the running National Average of 93.8% (FFT Attendance Figure). In comparison to last year, the attendance of PP pupils has risen by 0.2%. Despite specific intervention and escalation, the 6 pupils with the lowest attendance in the school are PP pupils. For each of these pupils, there is a clear record of escalation and intervention. These interventions have led to some notable improvement. 15 out of 53 pupils identified as Persistent Absentees. 8 of these 15 pupils are classified as PAs due to extended unauthorised leave. Clear messages have been sent to parents around the importance of regular attendance and in school rewards have been established. Abbey Mead sit on the Local Authority Steering Group for Attendance and have advocated for changes to the Unauthorised Leave Protocols and associated consequences. Bespoke support for identified pupils; utilising in house tiers to remove barriers – Supportive Signposting Sessions, Chai & Chat and parenting sessions have been tailored to focus on the promotion of parenting capacity. Close professional relationship between the school and Education Welfare Service Maintained attendance percentages across the year with PP attendance being above the National Average for all pupils. 																					



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.