

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	705
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gary Aldred
Pupil premium lead	Roshni Rehman
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	£0
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 for pupils whose education has been worst affected by COVID, 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 (Year 5)</p>
2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in the EYFS and Key Stage 1. 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 KS1, and for new arrivals to the school, and are more difficult to close among our disadvantaged pupils than their peers. In addition, oracy skills across the curriculum continue to inhibit children's progress.</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 a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, which have a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Discussions in DSL and RB2L meetings, exemplify that an increasing number of pupils need higher levels of pastoral support and intervention.</p> <ul style="list-style-type: none"> - Behaviour Mentor figures – Of the pupils receiving support with social and emotional difficulties, a disproportionate number of these pupils are classified as PP. - Pastoral Support Worker - 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. - 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.
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.</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, that a majority of these pupils have sporadic 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 (2023/24) the attendance of PP children was 95.2% in comparison to 96.1% for our whole school attendance. Whilst this percentage is considerably above the overall National Attendance percentage of 94.3% and above the PP comparative, we wish to raise the attendance of PP pupils to promote attainment and achievement.</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> <p>Those pupils requiring the highest levels of intervention (EHCPs), have access to specialist S&L support.</p>
PP children leave Abbey with the ability to read to an Age-Related Expectation	<p>KS2 reading outcomes between 2024 and 2027 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> <p>Between 2024 and 2027, our ambition is for every child to leave year 6 with at least a reading age of 9 years old, allowing them to access the KS3 curriculum.</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, funding these wherever necessary

	Following an audit of pupils interests, a range of clubs will be deployed and evolve over time to meet the interests of pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so to lessen the impact of Adverse Childhood Experiences	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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 through the monitoring of clubs lists • increased parental engagement in family learning • assessments show that pupils receiving high levels of Trauma Informed Practice have a reduction in their trauma profile and are able to regulate in a more controlled manner.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained and improved levels of high attendance between 2024/25 and 2026/27 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 is half of that found nationally 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: £72,000.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment and deployment of additional staff member to facilitate early language development and oracy interventions in the EYFS</p>	<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 – additional TA salary across EYFS - 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:</p> <p>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>Talk Boost Subscription = £1000</p>
<p><i>Appointment of a phonics lead to undertake bespoke phonics training, carryout</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>4</p> <p>Resource – TLR for phonics lead, biweekly release time, commissioning of phonics reviews,</p>

<p><i>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>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>additional resources and redeployment of teaching assistant hours</p> <p>TLR - £1,800</p> <p>Investment in further phonics books £3000</p> <p>Appointed TA to run phonics interventions in afternoons (£10,513.27)</p> <p>Phonics interventions arranged by Year 1 team</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_fm1.pdf</p> <p>Recommendation 2</p> <p>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.</p> <p>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.</p> <p>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)</p> <p>Accelerated Reader cost/subscription – Approx. £3000</p> <p>Peters Book costs £6000</p>
<p><i>Through the deployment of additional teachers to 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>For the academic year 2024/2025, we have deployed additional teaching capacity to Year 5 to assist in narrowing the gap.</p>	<p>1</p> <p>Resource- Deployment of teaching staff to reduce group sizes</p> <p>PS – 5 hours per week (£15,215.11)</p> <p>ET – 5 hour per week (£16,394.84)</p>

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

Budgeted cost: £ 62,582.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p> <p>TA Deployment to Year 5 UM – £12,556</p> <p>TA deployment to Year 1 KR - £21,026.54</p>
Following the success of the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic, the school have decided to continue with this being funded through PP. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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 – pay for tuition for PP pupils.</p> <p>Tuition = £10,000</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>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>1 & 4</p> <p>Resource – Cover the cost of TA overtime to deliver BRP and extend school day</p> <p>£5000</p>

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
<i>Subsidised School Trips & Residentials</i>	<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.</p> <p>No school trips were able to be 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 - £14000)</p> <p>Costs of transport (coaches) for sporting enrichment</p>

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

Budgeted cost: £ 53,262.44

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 Pastoral Support Worker, Behaviour Support Mentor, Mental Health Practitioner and-Trauma Informed Practitioner 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 = £15,343.96</p> <p>TIP CPD = £500</p> <p>Family Support/Behaviour Support Mentor £19,476+ oncosts</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, rewards</p> <p>Rewards £2,500</p>
<p>Embedding principles of good practice set out in the DfE's Improving</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p> <p>Resources – TMET Attendance Network, LA</p>

<p><u>School Attendance</u> 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><u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u></p>	<p>Attendance Network, , deployment of Attendance Officer equivalent.</p> <p>1/5 UV Salary = £4968 1/5 HS Salary = 8,474.48</p> <p>Attendance Incentives - £2,000</p>
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Total budgeted cost: £ 187,845.33