

Pupil Premium Strategy Statement: Abbey Lane Primary School



1. Summary Information				
School	Abbey Lane Primary School		PP funding for 2022/23	£108,030
Academic Year	2022/23		NTP allocation for 2022/23	£12,312
Total number of pupils (October 2020)	548	Number of pupils eligible for PP	76	Date for next internal review of this strategy
				October 2023

2. Pupil premium statement of intent
<p>At Abbey Lane, our vision is for all pupils to achieve their potential whatever their circumstances. As a school, we provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do through an engaging and rich curriculum. We are committed to narrowing the attainment gap between vulnerable pupils and the Pupil Premium forms a vital part of that process. We use this to ensure that resources are effectively deployed so that every child has an equal opportunity to succeed.</p> <p>The children at Abbey Lane School are a pleasure to work with. Many of these children, who are eligible for Pupil Premium funding, stand out because of their perseverance, enthusiasm and good nature. On the whole these children impress staff and visitors alike with their good behaviour and respectful attitudes. We believe that good teaching is the most important lever to improve outcomes for disadvantaged pupils. Our staff are enthusiastic and determined to make sure that these learners are given the best opportunities to have the best possible outcomes at school, whilst supporting them to become a life-long learner.</p>

3. Data				
	All Pupils (Abbey Lane)	All pupils (National)	Pupils eligible for PP (Abbey Lane – 12 pupils)	Pupils eligible for PP (National)
% combined at KS2 ARE	72%	59%	47%	43%
% at ARE in KS2 Reading	85%	74%	67%	62%
% at ARE in KS2 Writing	87%	69%	67%	55%
% at ARE in KS2 GPS	85%	72%	67%	59%
% at ARE in KS2 Maths	74%	71%	47%	56%
Average Scaled Score KS2 Reading	107	105	105	102
Average Scaled Score KS2 Maths	104	104	99	101

4. Challenges to future attainment (for pupils eligible for PP, including high ability)

In-school challenges (issues to be addressed in school, such as poor oral language skills)

- A.** During the pandemic, pupils missed significant periods of teaching and learning. This affected our most vulnerable children quite significantly. Although recovery and catch-up has been delivered, there is still work to be done.
- B.** Progress of PP pupils is inconsistent in some year groups throughout the school. Targeted support is needed to ensure that these PP pupils perform at their best.

External barriers (issues which also require action outside school, such as low attendance rates)

- C.** Social, emotional and mental health issues of pupils can have a negative effect on academic progress.
- D.** Attendance – Poor attendance including persistent absence or children who arrive at school late. Attendance for pupils who are eligible for FSM are 92.9% (below the level for non - PP children at 95%, and of all children at 94%), based on figures for Sept 2021 to July 2022). This reduces their school hours and could cause them to fall behind on average.

2021/22	All	PP	Non PP
Whole School	94	90	95
FS2	94	90	94
Y1	95	91	95
Y2	95	89	96
Y3	94	91	95
Y4	95	93	95
Y5	94	92	94
Y6	93	88	94

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality of teaching for all - To ensure robust recovery provision addresses and meets the needs of all disadvantaged pupils.	<ul style="list-style-type: none"> PP children have been identified and an individual accelerated learning plan developed to address gaps in learning. Gap analysis has identified areas for development and keep up provision has been used to address those areas.
B.	Levels of progress of pupils eligible for PP are consistently good or better, with target setting reflecting children's attainment in Mathematics and English as well as GLD and KS1 results.	<ul style="list-style-type: none"> Pupils eligible for PP make accelerated progress in maths, reading and writing. Measured by teacher assessments. The percentage of pupils eligible for PP at or above ARE increases throughout the year. The difference between disadvantaged and non-disadvantaged pupils attainment is lessened within each year group Disadvantaged pupils' attainment is at least in line with pupils eligible for PP nationally. All disadvantaged pupils who attained exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth
C.	School to actively help equip staff to deal with concerns arising in pupils with SEMH issues, enabling them to better access academic learning.	<ul style="list-style-type: none"> Specific and focused opportunities are given to enable children to verbalise/express any anxieties. (healthy Minds, Trauma informed Schools) Resource/CPDs have been signposted

		<ul style="list-style-type: none"> Children feel safe and secure in school. This would be evidenced by pupil voice, including pupil questionnaires. Increased engagement with vulnerable families
D.	Attendance rates for pupils improve - To continue establishing good attitudes to attendance and punctuality so that all year groups have attendance above average.	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils is in line with other pupils.

6. Planned expenditure					
Academic year: 2022/2023					Overall costing
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review impact?
A. Quality of teaching for all					Budgeted cost: £23,500
A.	Targets are set at the beginning of the academic year for end of year outcomes Gap analysis has identified missed learning due to the pandemic and been used to address those areas. PP children have been identified and an individual accelerated learning plan developed to address gaps in learning.	Identify pupils that are underperforming to provide targeted support in order to accelerate progress To ensure that the gap between PP and non-PP pupils is diminished.	Teachers supported by HT set robust, individual and cohort targets. Pupil Progress meetings on a termly basis.	HT and SLT	Termly July 2023
	Additional Maths, Writing and SPaG resources to be purchased. In Maths, concrete apparatus are to be purchased to enhance the understanding of the subject.	There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language skills, which may affect their school experience and learning later in their school lives. Purchasing materials that support all learners - irrespective of their innate ability - in order to create a more stimulating curriculum and learning environment.	Providing a stimulating curriculum - supported by additional resources - support learning at an appropriate level and help the children to access the curriculum.	SLT Maths Team English team	July 2023
	Additional Reading resources This is especially significant for Reading where resources are needed to support the delivery of Little Wandle. Reading for pleasure resources are to be purchased to enhance the recommended reads in class for PP children.	Making sure that pupils on the PP register have access to phonic matched books is paramount to their success.	Purchasing a range of Little Wandle books for our pupils allows for an increased opportunity of success	SLT English Team	July 2023

	Booster groups for children during Spring term are provided by class teachers. Attention will be focused so that all disadvantaged pupils who attained exceeding in GLD at the end of EYFS and GDS in KS1 are aided to make the transition to greater depth.	As class teachers already have an in-depth knowledge of the children's progress, they are best placed to deliver any specific boosters.	Analysis of data will show that pupils eligible for PP maintain levels of progress in Maths, Reading and Writing. Evidence from pupil progress meetings to identify pupils in need of support.	All staff	July 2023
	The development of a collaborative CPD culture which challenges thinking, promotes reflection and improves classroom practice.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The EEF notes a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	By using information from pupil voice, teaching and learning walks and through discussions with staff.	All staff	July 2023

B. Levels of progress of pupils eligible for PP are consistently good or better					Budgeted cost: £45,000
B.	HLTA to support children not making expected progress – small groups or 1:1. Individual ALPs – accelerated learning plans – are created to show support package in place for each individual	Providing targeted support helps to address progress. Some of the students need targeted support to catch up as they are working at a completely different level to their peers, who are also eligible for PP.	HT and PP Champion to oversee provision. Regular monitoring of ALPs	HLTAs	Reviewed termly and at the end of the academic year - July 2023
	Additional teachers are to be employed to work with small groups of PP children and 1:1 Individual ALPs – accelerated learning plans – are created to show support package in place for each individual		HT and PP Champion to oversee provision. Regular monitoring of ALPs	Pupil Premium champion	Reviewed termly and at the end of the academic year - July 2023
	The planning and monitoring of provision for PP pupils including progress meetings with staff to make sure that it is suitable PP Champion time to monitor Accelerated Learning Plans.	We want to closely monitor and thoroughly plan provision to ensure the highest possible levels of progress and attainment. Staff will complete specific plans for all PP pupils.	Monitoring of completed termly Accelerated Learning Plans for PP pupils.	HT Pupil Premium Champion SLT	Termly updated Accelerated Learning Plans handed into Pupil Premium Champion

C. SEMH issues					Budgeted cost: £23,000
C.	School to be an active participant in the Healthy Minds initiative. A wellbeing curriculum is developed to support/improve children's physical and mental wellbeing. Resource/CPDs have been signposted to both staff and parents e.g. imoves	Improving children's wellbeing and attitudes to school can enhance learning experience and life chances	Staff will engage with CPD and promote relevant resources and strategies. Children will be given opportunities to discuss and feel supported with their mental wellbeing – pupil voice.	SENDCo SMHL	Ongoing
	School to be actively working with pupils who have SEMH issues	Improving children's wellbeing and attitudes to school can enhance learning experience and life chances	Opportunities for SMHL to open conversations with pupils on the PP register to discuss and plan strategies to work towards workable solutions for pupils with emotional problems.	SMHL	Termly Overall review in July 2023
	Additional support/intervention activities for pupils who are PP and have additional SEND needs.	9 children who are in receipt of PP also have SEND needs. Allocated time and/or structured activities will be provided by the SENDCo to enhance their learning, including a Sensory Circuits program if suitable for the individual.	Ensure identification of target pupils is fair, transparent and properly recorded. Pre and post assessment results.	SENDCo	July 2023
	Financial assistance to attend residential visits and trips.	Pupils eligible for PP need to engage in all areas of school life if they are to achieve their potential.	Ensure identification of target pupils is fair, transparent and properly recorded.	School Business Manager	July 2023
	Financial assistance to attend extra-curriculum activities through school	Pupils eligible for PP need to engage in all areas of school life if they are to achieve their potential.	Ensure identification of target pupils is fair, transparent and properly recorded.	School Business Manager Extended schools lead	July 2023

D. Attendance rates for pupils improve					Budgeted cost: £17,000
D.	Attendance rates for pupils improve - Pupils monitored and follow up quickly on absences. First day response provision. Half termly monitoring check with Attendance Officer. Increase to 92%	We will not be able to improve attainment for children if they aren't actually attending school.	Thorough briefing of all staff about existing absence issues. Office staff, SLT, head etc. will collaborate to ensure school processes work smoothly together.	Overseen by HT Admin support staff. SMHL	Termly by HT and SMHL
	Increased engagement with parents to support home learning and improve outcomes. Structured conversations each term with parents/carers of pupils eligible for PP.	Discussions with parents helps identifies hidden barriers so that school can respond swiftly and effectively to the needs of pupils.	PP Champion to monitor conversations. Data analysis of progress and attainment.	All teachers. PP Champion to oversee SLT	July 2023

Total budgeted cost

£108,500

We will also provide an additional 15 hours of tutoring for all our children in receipt of Pupil premium funding in Y1 to Y6. We will use the NTP funding.

7. Review of previous expenditure

Academic Year 2021/2022

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A Quality of teaching for all - To ensure robust recovery provision addresses and meets the needs of all disadvantaged pupils.	Training to deliver a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Medium impact. Training took place for all teaching staff and FS2 teaching assistants. Little Wandle phonics (DfE validated Systematic Synthetic Phonics programme) has been implemented in FS2 and KS1 from September 2022 to enhance our Reading provision. Following the initial training in 2021, it was only FS2 that received the Little Wandle provision.	Little Wandle needs time to be used over a longer period of time and the impact truly measured. We intend to continue the use of LW through FS2 and KS1, whilst supporting the vulnerable learners elsewhere in school. Small LW groups have been set up in KS2 to address the needs of those pupils who did not meet the necessary threshold of understanding from KS1.
	Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Medium impact. Small groups of disadvantaged pupils – including pupils in receipt of the PP funding – received further sessions of phonics support. This was initially FS2 only.	Extending this support to all disadvantaged pupils in need of additional phonics support through school will have a greater impact on the narrowing of the gap between pupil premium pupils and their non-pp peers.
B Levels of progress of pupils eligible for PP are consistently good or better, with target setting reflecting children's attainment in Mathematics and Literacy as well as GLD and KS1 results.	Providing 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.	High impact. Providing small group interventions for pupil premium pupils allowed for their continued progress and gaps to be – in most cases – narrowed across year groups.	This approach has proven to be successful. This year the pupils are in receipt of pupil premium funding will continue to receive additional tuition to assist in the closing the learning gaps that they have accrued.
	Additional Maths, Reading, Writing and SPaG resources to be purchased. These will support learning at an appropriate level and helped the children to access the curriculum.	Medium/High impact. Concrete resources for Maths; recommended reads for each year group; further resources for Little Wandle have all been purchased and implemented in class.	The purchasing of further resources - LW phonic books, recommended reads – will further enhance opportunities for success for all learners. This is a worthwhile costing to further facilitate the learning experiences for all.
	Management time to monitor and plan suitable provision for PP pupils including progress meetings with staff. PP Champion time to revise and improve Accelerated Learning Plans.	Medium/High impact. The Accelerated Learning Plan has been adapted and used across all classes. Pupils have a say in the completion of the plan and each term will address their progress made against targets. Parents also have an opportunity to reflect on their child's performances in school.	Creating a one page profile for each child in receipt of the pupil premium funding makes clear links between the needs of the pupil and any individual challenges that this child may face. It also encompasses a structured conversation form that allows for parents to have their say on the needs of their child.

<p>C</p> <p>School to actively help equip staff to deal with concerns arising in pupils with SEMH issues, enabling them to better access academic learning.</p>	<p>Whole staff training on behaviour management (Teamteach) with the aim of developing our school ethos and improving behaviour across school.</p>	<p>High impact. Staff were trained in order to support the SEMH of pupils and altering expectations of pupil's behaviour.</p> <p>One such change is in the KS2 playtimes. At the end of this break time, pupils are welcomed to return to school without the need to line up – a place where previously disagreements took place (resulting in a negative change in pupil's emotional regulation back in class).</p>	<p>Monitored for use within school. Since the alteration of returning to school, behaviour comments – about lining up – have reduced and pupils return to class in a better place to begin their learning (after emotional regulation discussion)</p> <p>SMHL appointed to monitor the SEMH of pupils during lunchtimes and playtimes.</p> <p>A behaviour lead has been appointed to monitor links between behaviours in school and reporting back to SLT and governors. Any repeated themes are to be fed in to the assembly rota or the curriculum – depending upon the nature of the theme - for discussion.</p>
	<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including the establishment of a Senior Mental Health Lead, Learning Mentor and school engagement with Healthy Minds</p>	<p>Medium impact. Daily check in to regulate emotions within class. RHE sessions support and celebrate social and emotional learning.</p> <p>SMHL appointed for the academic year of 2022/23.</p>	<p>SMHL to check in with pupils on the PP register with SEMH on their ALPs.</p>
	<p>Financial assistance to attend residential visits and trips.</p>	<p>Medium impact: Pupils eligible for PP need to engage in all areas of school life if they are to achieve their potential. PP pupils received financial support for the 2021 Thornbridge residential</p>	<p>Supporting enrichment opportunities for all disadvantaged pupils across the curriculum is essential to create social links and an engagement across the curriculum. Therefore, this year we are making improvements into how more pupils in receipt of PP can be actively engaged in the extended school curriculum.</p>
<p>D</p> <p>Attendance rates for pupils improve - To continue establishing good attitudes to attendance and punctuality so that all year groups have attendance above average.</p>	<p>Embedding some of the principles of good practice set out in the DfE's Improving School Attendance advice. Thorough briefing of all staff about existing absence issues. Office staff, SLT, head etc. will collaborate to ensure school processes work smoothly together. Pupils monitored and follow up quickly on absences i.e. first day response provision</p>	<p>Medium: PP Attendance rates similar to last year</p>	<p>Attendance continues to be an area with scope to improve. This year, we are to work closely with the attendance officer to increase the attendance percentage for PP children. We have set a target of 92%</p>