

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	Abberley Parochial Primary School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Turvey
Pupil premium lead	J Turvey, L Hughes
Governor / Trustee lead	J Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105
Recovery premium funding allocation this academic year	£2,000
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	£15,105

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision, we desire our children to feel rooted and grounded in love, to develop the ability to know and comprehend the world with a good depth of understanding and for their lives to be enriched through connection and shared experiences with others to develop deep and meaningful relationships. We aim for pupils who are disadvantaged in some way to attain in line with their peers across the curriculum and have all the enrichment opportunities provided by the school regardless of this.

Our pupil premium strategy is designed to remove barriers which would otherwise prevent these children from achieving the above aim.

- The application of the best evidence available to inform practice
- Overcoming identified barriers and challenges to learning
- To maintain access to a broad and varied curriculum
- To ensure that financial limitations do not prevent enrichment of disadvantaged pupils
- To support the recovery of learning lost as a result of the pandemic for disadvantaged pupils
- To overcome the challenge of lower school attendance in relation to peers

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate that disadvantaged pupils have additional gaps as result of lower engagement with remote learning through the pandemic
2	Lower school attendance and greater likelihood of persistent absenteeism (approximately 5% average lower than their peers across the last 3 years)
3	Lack of punctuality in arrival to school
4	A greater likelihood of SEN (37.5% of Ever 6 children)
5	Lower perceived value of education by parents as demonstrated through lower school attendance, less parental records in reading logs, lower proportion of homework submitted in a timely manner and less engagement in remote learning and lower attendance at parent evenings and SEN drop in sessions.
6	Greater proportion of social and emotional difficulties in home life including medical conditions and mental health
7	Less parental engagement in education at home
8	Low self-esteem amongst disadvantaged pupils
9	Greater barriers to learning to read, particularly phonics learning
10	A higher proportion of transience with most disadvantaged pupils not starting their education in our setting (25% of ever 6 pupils)
11	Less likely to meet the national curriculum outcomes for swimming

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	Evaluation July 2022
To secure strong and consistent school attendance and punctuality for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> Attendance policy is in place, communicated and followed. Swift communication relating to attendance in given to parents. 	The continuation of covid-19 and the ongoing repercussions such as significant chicken pox outbreak meant that attendance remained lower than normal with an average school attendance of 93%.

	<ul style="list-style-type: none"> Children entitled to pupil premium offered an after school club a week free of charge. 	<p>The average attendance of ever-6 pupils was 92.4% so marginally lower than the whole school attendance. However, over half of the children eligible for pupil premium attended school more than the whole school average.</p> <p>Continued efforts to ensure better attendance of ever 6 pupils will be in place next year, which includes the continued following of the approved policy and attendance being a key feature of discussion at governor meetings.</p> <p>Attendance policy in place and agreed by governors.</p>
To maintain expected levels of progress for disadvantaged pupils.	<ul style="list-style-type: none"> The progress of disadvantaged pupils is monitored specifically and individually and a priority for discussion at pupil progress meetings. Appropriate interventions are in place where needs are identified following assessments and pupil progress meetings Disadvantaged pupils feature in book reviews and discussed to ensure access and equitability. 	<p>Pupil premium children have demonstrated accelerated progress in relation to their peers and national expectations.</p> <p>In many areas, pupils in receipt of pupil premium are achieving greater depth.</p> <p>Ever 6 pupils in year 6 demonstrated good progress from KS1 to KS2.</p> <p>62.5% of ever 6 or CLA pupils received fifteen hours of school led tuition.</p> <p>Ever 6 pupils have made an accelerated 0.2 points progress in writing and 0.4 points progress in maths and reading on average this academic year. This is double the average for the whole school average which is 0.1 in writing and 0.2 in reading and maths.</p>
Enhance communication skills and breadth of vocabulary for disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate a vocabularic knowledge in line with their peers following units of learning and during lessons. All pupils with communication difficulties identified early and appropriate interventions put in place. 	<p>Pupil premium pupils perform in line with their peers on our vocabulary quizzes which assess retention of knowledge following learning.</p> <p>Pupil premium pupils with specific needs such as SALT are taking part in targeted intervention which is having a demonstrably positive impact on their learning outcomes.</p>

	<ul style="list-style-type: none"> Disadvantaged pupils encouraged to take on leadership roles through the values groups. (25% of Ever 6 pupils on the school council) 	25% representation on the pupil council achieved and significant positions and impact of leadership in the school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> All pupils engage in enrichment opportunities such as: residential visits, theatre visits, sport's fixtures. Disadvantaged pupils take up after school clubs Disadvantage pupils offered subsidised music tuition. Disadvantaged pupils offered additional swimming lessons A sequence and evidence based PSHE curriculum is in place to support well-being and disadvantage pupils engage well with this. 	<p>All ever 6 pupils in KS2 attended a residential activity.</p> <p>Take up of after school clubs and music tuition has not been significant. Parents will be reminded that these are subsidised or free for their children.</p> <p>Ever 6 pupils did not meet the expectation for swimming in year 6, despite putting extra provision in place to support progress. Unique barriers created challenges in this regard, but ever 6 pupils in other year groups are making positive progress.</p> <p>PSHE lessons are having a positive impact and pupils are engaging well with this. Motional software to stream and monitor well-being will be implemented from September to support the targeting of our provision towards need.</p>
Disadvantaged pupils make accelerated progress in reading in school.	<ul style="list-style-type: none"> Pupils who are behind in reading receive targeted reading support. Disadvantage pupils access additional after school tuition Pupils visit the new school library for weekly sessions to develop a greater love of reading. Early intervention is put in place to support pupils with delayed phonics progress. Phonics assessments or comprehension assessments identify needs promptly. 	<p>Awareness of pupil premium pupils is good and these pupils received regular in class targeted support.</p> <p>From December 21 to June 22 average reading age progress for ever 6 children was just over ten months.</p> <p>50% of ever 6 pupils are achieving the expected standard in reading. Although SEN are an additional barrier for some pupils (who are in receipt of additional support) this must be a fundamental and key goal.</p> <p>Average accelerated progress in reading was +0.4 which is double the whole school's average against a backdrop of a higher proportion of SEN (15% whole school 35% ever 6 pupils).</p>

Disadvantaged pupils access the enrichment opportunities available in the school	<ul style="list-style-type: none"> • After school clubs are utilised by disadvantaged pupils. All attend one club per week. • Disadvantaged pupils take up instrumental music tuition. • Disadvantaged pupils attend residential visits and school trips. • Disadvantaged pupils have an impact as school leaders. • Disadvantaged pupils play an active part in productions and performances 	<p>All KS2 ever six pupils attended a school residential visit.</p> <p>All ever 6 pupils in KS2 took part in the KS2 show, with good representation in key parts of the performance.</p> <p>Over 50% of ever 6 pupils have participated in an after school club, but not all have taken up the offer of a free club after school each term. The headteacher will e-mail and speak with parents to ensure they are aware of the offer available.</p> <p>40% of pupil premium children have made use of peripatetic music tuition. This is a greater proportion than the whole school.</p> <p>The music tuition offer to be encouraged for next year to entice greater uptake. A greater subsidy may need to be offered and will be considered by SLT.</p>

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme and associated resources to secure stronger phonics teaching for all pupils. Allow time for all staff to access the outlined CPD.	<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>The scheme will also enable us to assess pupils on entry to the school and ascertain the best course of support to enable those who did not start school at Abberley to catch up with those who did.</p>	7, 9 and 10
Additional part-time teacher and class support staff to allow for small group support, single year teaching/support or reduced group size for teaching English/maths particularly with the challenge of mixed year groups	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Within-class achievement grouping Evidence for Learning We help great education practice become common practice.</p> <p>Making the best use of teaching assistants</p>	1, 4 and 5

NPQSL release time for maths coordinator – focused on disadvantaged and SEN pupils achievement in maths	NPQSL teacher training course Ambition Institute	1, 4 and 9
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one and small group tuition offered to all ever 6 or CLA pupils in KS2	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5, 6 and 7

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

Budgeted cost: £ 7105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lucid Lass assessments for pupils to identify specific needs to put support in place	LASS 8–11 - GL Assessment (gl-assessment.co.uk)	1, 4 and 9
Introduction and administration of a school attendance policy	Behaviour change – school attendance	2
Enhancing the clarity and vocabulary sequencing of the curriculum allowing	The Curriculum – Gallimaufry to coherence – Mary Myatt	1, 4, 7, 8 and 9

for identification of gaps in key knowledge and understanding	<p>Powering Up Children, The Learning Power approach to Primary Children – Guy Claxton</p> <p>A Curriculum of Hope, as rich in humanity as it is in knowledge – Debra Kidd</p> <p>Educating Ruby – Guy Claxton</p> <p>Closing the Vocabulary Gap – Alex Quigley</p> <p>Making Every Primary Lesson Count – Jo Payne and Mel Scott</p> <p>The Learning Rainforest (great teaching in real classrooms) Tom Sherrington</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
Enhance reading resources so that sequencing of books matches the phonics progression and to enhance the school reading culture	<p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>The Reading Mind – Daniel Willingham</p>	1, 2, 4, 5, 7, 8 and 9
Purchase and Implementation of the Accelerated Reading programme across the school	<p>https://p.widencdn.net/ipvvlr/R58148</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>The Reading Mind – Daniel Willingham</p>	1, 2, 4, 5, 7, 8 and 9

Additional swimming lessons funded for those who do not meet the national standard at the end of KS2	The Health and Wellbeing Benefits of Swimming report Download here	11
Providing a free after school club for disadvantaged pupils	<p>This much I know about Mind over Matter (improving mental health in our schools) – John Tomsett</p> <p>The value of after school clubs for disadvantaged children (ncl.ac.uk)</p>	6, 7 and 8
Subsidised music tuition	<p>How Children Benefit from Music Education in Schools NAMM Foundation</p> <p>Community Music Programs Enhance Brain Function In At-Risk Children NAMM Foundation</p> <p>Microsoft Word - Music in schools wider still, and wider.doc (publishing.service.gov.uk)</p>	6, 7 and 8
Subsidised residential visits	<p>School trips help schools succeed Education Business (educationbusinessuk.net)</p> <p>Why LOtC? Council for Learning Outside the Classroom</p>	6,7 and 8

Total budgeted cost: £ 15,105

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 2020 to 2021 academic year.

Ever 6 pupils are making better progress than their peers on average against a backdrop of a higher proportion of SEN.

Progress in reading is positive with all ever 6 pupils accessing the library and reading resources and additional resources purchase to target reluctant ever 6 pupils. Ever 6 pupils made twice the average accelerated progress than their peers.

Ever 6 pupils are well represented in enrichment opportunities such as school council, values groups, trips and residential visits. Pupil premium pupils are more likely to access peripatetic music tuition than their peers in the school (40% PP 25% whole school).

Ever 6 pupils benefitted from the school led tuition and covid recovery grant.

Ever 6 pupils in year 1 passed the phonics screening assessment – Little Wandle was central to progress in this area. Ever 6 pupils in reception have achieved the expected standard in reading for their age through their phonics learning.

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
Accelerated Reader	Renaissance
Lucid Lass	GL Assessment
Motional	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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