

## 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 ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
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	£13,800
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,800

## 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 resulting partly from lower engagement with remote learning through the pandemic and a greater detrimental impact associated with covid 19
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
To secure strong and consistent school attendance and punctuality for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>Attendance policy is in place, communicated and followed.</li> <li>Swift communication relating to attendance is given to parents.</li> <li>Parents are called to discuss absences on each day by Mrs Birch.</li> </ul>

	<ul style="list-style-type: none"> <li>Children entitled to pupil premium offered an after school club a week free of charge.</li> </ul>
To maintain expected levels of progress for disadvantaged pupils.	<ul style="list-style-type: none"> <li>The progress of disadvantaged pupils is monitored specifically and individually and a priority for discussion at pupil progress meetings.</li> <li>Appropriate interventions are in place where needs are identified following assessments and pupil progress meetings</li> <li>Disadvantaged pupils feature in book reviews and discussed to ensure access and equitability.</li> </ul>
Enhance communication skills and breadth of vocabulary for disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate a vocabularic knowledge in line with their peers following units of learning and during lessons.</li> <li>All pupils with communication difficulties identified early and appropriate interventions put in place.</li> <li>Disadvantaged pupils encouraged to take on leadership roles through the values groups. (25% of Ever 6 pupils on the school council)</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>All pupils engage in enrichment opportunities such as: residential visits, theatre visits, sport's fixtures.</li> <li>Disadvantaged pupils take up after school clubs</li> <li>Disadvantage pupils offered subsidised music tuition.</li> <li>Disadvantaged pupils offered additional swimming lessons</li> <li>A sequence and evidence based PSHE curriculum is in place to support well-being and disadvantage pupils engage well with this.</li> </ul>

<p>Disadvantage pupils make expected progress in reading.</p>	<ul style="list-style-type: none"> <li>• Pupils who are behind in reading receive targeted reading support.</li> <li>• Disadvantage pupils access additional after school tuition</li> <li>• Pupils visit the new school library for weekly sessions to develop a greater love of reading.</li> <li>• Early intervention is put in place to support pupils with delayed phonics progress.</li> <li>• Phonics assessments or comprehension assessments identify needs promptly.</li> </ul>
<p>Disadvantaged pupils access the enrichment opportunities available in the school</p>	<ul style="list-style-type: none"> <li>• After school clubs are utilised by disadvantaged pupils. All attend one club per week.</li> <li>• Disadvantaged pupils take up instrumental music tuition.</li> <li>• Disadvantaged pupils attend residential visits and school trips.</li> <li>• Disadvantaged pupils have an impact as school leaders.</li> <li>• Disadvantaged pupils play an active part in productions and performances</li> </ul>

## 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
Subscription to and further resourcing and training in a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Within-class achievement grouping   Evidence for Learning   We help great education practice become common practice.</a></p> <p><a href="#">Making the best use of teaching assistants</a></p>	1, 4 and 5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils in receipt of targeted in class support and phonic catch up intervention using Toe By Toe	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5, 6 and 7

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

Budgeted cost: £ 7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing Motional well-being screening and targeted pastoral support	<a href="https://www.motional.io/motional-solution/">https://www.motional.io/motional-solution/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6



Lucid Lass assessments for pupils to identify specific needs to put support in place	<a href="http://gl-assessment.co.uk">LASS 8–11 - GL Assessment (gl-assessment.co.uk)</a>	1, 4 and 9
Introduction and administration of a school attendance policy	<a href="#">Behaviour change – school attendance</a>	2
Enhancing the clarity and vocabulary sequencing of the curriculum allowing for identification of gaps in key knowledge and understanding	<p>The Curriculum – Gallimaufry to coherence – Mary Myatt</p> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1, 4, 7, 8 and 9
Enhance reading resources so that sequencing of books matches the phonics progression and to enhance the school reading culture	<p><a href="http://www.gov.uk">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></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><a href="https://p.widencdn.net/ipvvlr/R58148">https://p.widencdn.net/ipvvlr/R58148</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1, 2, 4, 5, 7, 8 and 9

	The Reading Mind – Daniel Willingham	
Additional swimming lessons funded for those who do not meet the national standard at the end of KS2	<a href="#">The Health and Wellbeing Benefits of Swimming report   Download here</a>	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><a href="#">The value of after school clubs for disadvantaged children (ncl.ac.uk)</a></p>	6, 7 and 8
Subsidised music tuition	<p><a href="#">How Children Benefit from Music Education in Schools   NAMM Foundation</a></p> <p><a href="#">Community Music Programs Enhance Brain Function In At-Risk Children   NAMM Foundation</a></p> <p><a href="#">Microsoft Word - Music in schools wider still, and wider.doc (publishing.service.gov.uk)</a></p>	6, 7 and 8
Subsidised residential visits	<p><a href="#">School trips help schools succeed   Education Business (educationbusinessuk.net)</a></p> <p><a href="#">Why LOtC?   Council for Learning Outside the Classroom</a></p>	6,7 and 8

**Total budgeted cost: £ 15,300**

## 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.

- All PP children in KS2 attended the residential for their year group
- No PP pupils are persistent absentees
- PP attendance is 96.2 % (0.5% higher than school average)
- PP unauthorised absence below 1% (0.86%) and is lower than whole school 0.91%
- 66% of PP pupils achieving EXS in reading (44% GD)
- 55% of PP pupils achieving EXS in writing (22% GD)
- 55% of PP pupils achieving EXS in maths (22% GD)
- Almost all PP pupils not achieving the expected standard have SEN and are making progress against their starting points
- 22% of PP pupils remain on the SEN register. Reduced but still higher proportion.
- 42% of PP pupils parents are engaged as volunteers for the school
- PP pupils in receipt of Toe by Toe intervention made an average progress of 1 year 7 months in reading age this year.
- 100% of PP pupils leaving year 6 achieved the expected standard in swimming

### 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
Getset4pe	
Getset4music	
Accelerated Reader	
Little Wandle Letters and Sounds	
Toe by Toe phonics	
Motional	
DT Association	
Worcestershire SENCO network	

## 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?	Additional catch up intervention sessions following periods of absence in reading.
What was the impact of that spending on service pupil premium eligible pupils?	Expected standards in reading were met.

## Further information (optional)

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