

# Pupil premium strategy statement – Abberley Parochial V.C. Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Shelley Headteacher
Pupil premium lead	Claire Shelley Headteacher
Governor	Jack Ballard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,505
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,505

# 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 continue to close the attainment gap between disadvantaged children and their peers, we will:

Enable disadvantaged children to receive:

- Free extra-curricular clubs.
- Subsidised residential trips.
- High quality, small group targeted intervention work.

Enable disadvantaged students to 'close the gap' in their performance in Reading, Phonics and Writing through:

- Small group intervention, delivered by support staff.
- Support in lessons, through high quality teaching
- Delivery of a SSP (systematic synthetic phonics) scheme for targeted pupils

Enable disadvantaged pupils to develop a positive self-image and maintain good well-being through:

- Providing pastoral care, support, and intervention.
- Providing an enrichment and varied diet of cultural opportunities as part of their school life.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health
2	Gaps in reading, phonics and writing.
3	Access to wider opportunities

## 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 sustain an additional member of staff to increase capacity for intervention and targeted support for small groups and 1:1 support.	For groups and individuals to close gaps in learning through targeted teaching to specific objectives This support will be explicitly linked to current classroom teaching and based on effective design by teachers and communication between staff.
To ensure all pupils in receipt of pupil premium make at least expected progress from their starting points in reading, writing and phonics.	High quality teaching / adaptive teaching is used across the school so the pupils identified will make progress in their reading, writing and phonics. Data will be analysed and progress monitored by leaders. Where progress is not in line with expectations, interventions will be targeted, and impact evaluated.
To ensure the well-being needs of all disadvantaged children, including service children are met to ensure they are ready for learning	Targeted interventions will demonstrate impact on pupil mental health and wellbeing.
For disadvantaged children to have equal access to after school activities, to ensure a broad and balanced curriculum.	All disadvantaged children to attend at least one after school club each term.
For disadvantaged children to have equal access to attending annual residential.	All disadvantaged children to have the cost of their residential subsidised so financial difficulties do not impact on the enrichment opportunities offered to disadvantaged children.

For disadvantaged children to have the opportunity to learn to play an instrument.	All disadvantaged children to have the cost of their musical tuition subsidised so financial difficulties do not impact on the enrichment opportunities offered to disadvantaged children.
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## 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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schemes purchased to support curriculum development, adaptation, delivery as well as teacher's workload and wellbeing.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching</a></p> <p>Provide parents with resources and support with how to help their child at home.</p>	1,2
Purchased NTS (National Standardised Assessments tests)	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
NPQLT release time for Class Teacher – focused on high		1,2

quality teaching / adaptive teaching	<a href="#">NPQSL   Senior Leadership Training Course   Ambition Institute</a>	
Focussed and planned CPD for staff to support evidence based teaching strategies. This includes subscriptions to professional associations, CPD through National College as well as investment in a staff CPD	<p>There is strong evidence showing that high quality teaching is one of the most powerful strategies for diminishing the difference between disadvantaged and on disadvantaged pupils.</p> <p>The EEF state, "Supporting high quality teaching is pivotal in improving children's outcomes."</p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £ 3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils in receipt of targeted in class support and phonic catch up intervention Purchase of further resources to help support, a DfE validated Systematic Synthetic Phonics programme, Little Wandle, to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Release time for subject leaders to monitor and evaluate the teaching and learning in their subject areas, leading professional development and ensuring that the curriculum content is well understood and delivered.	This is the most effective way for pupils to make progress. This means we recruit the best teachers and teaching assistants, provide regular CPD to ensure up to date and consistent teaching approaches for all pupils to make the most progress. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Employment of support staff for small group and 1:1 support to close gap in phonics and early reading.	Small group and 1:1 support: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Targeted in class support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one and small groups.	1,2

	<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><a href="#">Phonics   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>The research around paired reading with an adult show that it is a very effective model in enhancing progress.</p> <p><a href="#">Research review series: English - GOV.UK</a>  <a href="http://www.gov.uk">www.gov.uk</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing Motional well-being screening and targeted pastoral support	<p>Motional is based on research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills - mental skills that include working memory, flexible thinking, and self-control (Panksepp, Hughes, Siegel, Porges, Wells).</p> <p><a href="#">Social and emotional learning   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1
Providing a free after school club for disadvantaged pupils.	<p><a href="#">The value of after school clubs for disadvantaged children (ncl.ac.uk)</a></p> <p>The EEF Guide to The Pupil Premium says that evidence suggests that identifying the needs of the disadvantaged pupils in the school community and responding to them is supportive to the whole school and improves children's educational development, health, and well-being. To provide a range of opportunities and equal access for all children and promote healthy active lifestyles. This will enhance their sense of self-worth leaving them ready to learn and believe they can achieve.</p> <p><a href="#">Physical activity   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,3
Subsidised music tuition	<p>Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons (Arete Music Academy. "Statistical benefits of music in</p>	1,3

	<p>education." Arete Music Academy. Accessed July 17, 2014)</p> <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>	
Pastoral support to provide one to one support for children to improve their well-being, mental health, and emotional resilience	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="#">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3
Subsidised residential visits	<p>Providing students with more opportunities to access high quality learning beyond the classroom experiences can:</p> <ul style="list-style-type: none"> <li>• Open their eyes to the world around them and allows them to develop into well-rounded citizens</li> <li>• Enhance academic attainment and personal development</li> <li>• Support their health and well-being, and spiritual, moral, social and cultural needs</li> </ul>	1,3

	<a href="#">School trips help schools succeed   Education Business (educationbusinessuk.net)</a>  <a href="#">Why LOtC?   Council for Learning Outside the Classroom</a>	
Purchase and Implementation of the Accelerated Reading programme across the school	<p>The scheme promotes reading for pleasure and aims to foster independent reading</p> <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>	1,2,3

**Total budgeted cost: £14,505**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

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