

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Claire Shelley, Headteacher
Pupil premium lead	Jo Gregory
Governor / Trustee lead	Jack Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17660
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 17660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is informed by common barriers faced by disadvantaged pupils here at Abberley Primary, as well as supporting individuals with less common but more specific needs. Assessment is used to track pupil progress, combined with detailed screening of pupil's progress against developmental milestones and cross referenced against pupil's attendance records, behaviour, Special Educational Needs provision, involvement with other professionals and safeguarding information to tailor our approach at a whole school, cohort and individual level.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that there is a gap in attainment in writing between disadvantaged and non-disadvantaged children. Disadvantaged children need more support when writing to narrow this gap. Almost 40

	% of our disadvantaged children are working below the expected standard compared with 26% of non-disadvantaged children.
2	Internal assessments show that disadvantaged children's writing is partly affected by their poor handwriting when compared to non-disadvantaged children.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Internal data shows that 55% of disadvantaged children are working below the expected standard compared to 33% of non-disadvantaged children.
4	Some children lack a variety of life experiences and opportunities to enrich their life experience.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Some of the parents of PP children are harder to engage in their child's learning and these pupils lack the support the majority of non-disadvantaged children receive at home.

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
Improved writing attainment among disadvantaged pupils.	Whole school writing outcomes in 2024/25 show that more than 77% of disadvantaged pupils met the expected standard.
Improved handwriting to impact on writing attainment for disadvantaged pupils.	Whole school writing outcomes in 2024/25 show that more than 77% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Whole school maths outcomes in 2024/25 show that more than 77% of disadvantaged pupils met the expected standard.
To provide access to a wide range of enrichment	To provide further enrichment learning opportunities within different curriculum areas: <ul style="list-style-type: none"> to increase the number of disadvantaged pupils attending school clubs

experiences both in and out of school	<ul style="list-style-type: none"> to increase the numbers of disadvantaged pupils receiving music lessons to support and subsidise residential visits so disadvantaged pupils are able to attend without financial hardship
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations using Motional to identify disadvantaged pupils' barriers. Putting targeted bespoke pastoral support in place for those disadvantaged pupils in need of positive strategies towards their learning and mental health
Parental engagement	<p>Increased parental engagement in school life:</p> <ul style="list-style-type: none"> Identify parents in need Implement workshops for parents, particularly to focus on phonics, writing and maths Parental questionnaires are positive regarding the information and support they receive.

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: **£ 6662.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused 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> <p>Virtual schools training</p> <p>£1000 NC</p>	<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>	1, 2, 3

<p>£1000 other courses</p>	<p>Effective Professional Development EEF</p>	
<p>Schemes purchased to support curriculum development, adaptation, delivery as well as teacher's workload and wellbeing.</p> <p>White Rose Premium subscription £200.00</p> <p>Spelling Shed £196.00</p> <p>Letter join £ 256.00</p> <p>TTRockstars £178.75</p> <p>Grammarsaurus £150.00</p> <p>Kapow £507.00</p> <p>Get set 4 pe Get set 4 music £ 850.00</p> <p>Total: £ 2337.75</p>	<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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Smartgrade £275</p> <p>Release time for training £500</p> <p>Total: £ 775</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	<p>3</p>

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Release time for x2 teachers:</p> <p>£ 1350</p> <p>Maths resources</p> <p>£ 200</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
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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
<p>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.</p> <p>Subscription £ 750</p> <p>Resources £ 1000</p>	<p>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 children to make the most progress.</p> <p>High-quality teaching EEF</p>	<p>1, 2, 3</p>
<p>Employment of support staff for small group and 1:1 support to close gap in writing and maths.</p> <p>£ 2000</p>	<p>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.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£ 7500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing Motional well-being screening and targeted pastoral support</p> <p>Subscription £ 450</p> <p>Resources £ 150</p> <p>Total: £ 600</p>	<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>Social and emotional learning EEF</p>	<p>5</p>
<p>Providing a free after school club for disadvantaged pupils.</p> <p>£1296</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>The value of after school clubs for disadvantaged children (ncl.ac.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Subsidising residential visits for disadvantaged pupils in KS2</p> <p>£700</p>	<p>Residential visits might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>4</p>

	Outdoor Learning - EEF	
<p>Subsiding music tuition for disadvantaged pupils in KS2</p> <p>£ 1000</p>	<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 education." Arete Music Academy. Accessed July 17, 2014)</p> <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>	4
<p>Pastoral support to provide one to one support for children to improve their well-being, mental health and emotional resilience</p> <p>£ 1925</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance</p> <p>Social and Emotional Learning EEF</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</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Social and emotional skills are essential for children's</p>	5

	<p>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>Wider strategies EEF</p>	
<p>Support provided for parents through pastoral support to improve relationship with school.</p> <p>£ 1500</p> <p>Parental workshops to break down barriers for parents to support children with learning.</p> <p>£ 225</p>	<p>Parental engagement refers to schools involving parents in supporting their children’s academic learning. This has a positive impact on average of 4 months’ addition progress.</p> <p>Parental Engagement EEF</p>	6

Total budgeted cost: £ 17 658.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- All PP children in KS2 attended the residential for their year group
- All PP children were offered the opportunity to learn to play an instrument. 33% of eligible PP children took up this offer
- All PP children were offered access to after school activities. 78% of PP children took up this offer
- 100% of PP children made expected progress in reading, 55% made above expected progress
- 100% of PP children made expected progress in writing, 33% made above expected progress
- 100% of PP children made expected progress in maths, 55% made above expected progress
- All PP children who were identified either through teacher concerns or from Motional were provided with targeted pastoral support and given strategies which impacted on their ability to manage their feelings and talk about their concerns. These in turn, impacted on their academic achievement.

The data demonstrates that our disadvantaged children received high quality teaching. This was supported by targeted CPD in order for teachers to use evidence based teaching strategies and adaptive teaching in order to help close the gap between disadvantaged and non disadvantaged children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the school provides high quality pastoral support both to disadvantaged children and their parents. Our use of Motional alongside input from teachers has identified children and the areas of SEMH and wellbeing for which support and guidance would have the greatest impact to enable those children to focus on their academic performance.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our focus on reading was particularly effective and had a positive impact on the progress and

attainment of our disadvantaged children. This supports our decision to implement Little Wandle Letters and Sounds and this is a programme that we will continue to use to support reading. It also supports our focus on using support staff for small group and 1:1 support to close the gap in phonics and early reading, which has also had a positive impact.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Getset4pe	
Getset4music	
Grammasaurus	
Kapow	
Letter Join	
White Rose	
TT Rocks Stars	
Spelling Shed	
Accelerated Reader	
Little Wandle Letters and Sounds	
Motional	
Worcestershire SENCO network	