



This statement details our school's use of pupil premium (and recovery premium for the 2021-2024 academic years) 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	Abbey Village Primary
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	17%
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	February 2022
Date on which it will be reviewed	July 2022 September 2023 September 2024
Statement authorised by	Shelley Bennett Head Teacher
Pupil premium lead	Shelley Bennett (HT)
Governor / Trustee lead	Wendy Curtis (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18485
Recovery premium funding allocation this academic year	£500 Autumn and Spring Term
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,485 (inclusive of Recovery Premium)

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Village Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good or better 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 make good or better progress from their starting points.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and or who live in households with limited income. 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, inclusive teaching and learning is at the heart of our approach to teaching and learning, 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 the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges:

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

Challenge number	Detail of challenge
1	Further develop our curriculum implementation, so that it is securely embedded in all year groups and where the sequencing and series of lessons over time matches our INTENT (leading to all groups of pupils including SEND and Pupil Premium are gaining the knowledge and skills needed for their future) with a key focus on delivering good quality lessons and developing long term memory skills.
2	Ensure attainment is raised and the rates of progress is increased in Early reading and phonics for all learners, but with a particular emphasis on Pupil Premium pupils and those with SEND.
3	Raising the attainment in writing through ensuring the provision of quality first teaching for all groups of learners, but with a particular emphasis on those who are Pupil Premium Pupils and those with SEND in EYFS, KS1 and KS2 by ensuring all learners are challenged in lessons, make accelerated progress and develop long term memory skills.
4	Raising the attainment in maths through ensuring the provision of quality first teaching for all groups of learners, but with a particular emphasis on those who are Pupil Premium Pupils and those with SEND in EYFS, KS1 and KS2 by ensuring all learners are challenged in lessons, make accelerated progress and develop long term memory skills.
5	To ensure that our most vulnerable pupils are nurtured and provided with targeted wellbeing support and care to ensure that they are not disadvantaged by the impact of the COVID pandemic

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
1. The new curriculum will be fully developed and ensure that all learners, but in particular those who are Pupil Premium or SEND are able to be fully immersed within the curriculum allowing them to fully develop their skills and knowledge needed for Secondary Education and beyond.	<ul style="list-style-type: none">- Attainment of PP pupils is at least in line with their peers (who are not PP)- The curriculum is developed to ensure that all pupils (with a particular focus on PP and SEND) are fully engaged as learners and can access and achieve at least the expected standard at the end of KS2 in line with national and local average

<p>2. The rates of progress are increased in Early reading and phonics for all Pupil Premium pupils to be at least in line with their peers who are not PP</p>	<p>- Pupil Premium Pupils can achieve the required standard within the Phonics Screening Check in line with National Averages</p>
<p>3. The attainment in writing for Pupil Premium Pupils, through ensuring the provision of quality first teaching and targeted intervention, is increased ensuring accelerated progress and developing long term memory skills. This will ensure progress to be at least in line with their peers who are not PP</p>	<p>- Attainment of PP pupils is at least in line with their peers (who are not PP) and can access and achieve at least the expected standard at the end of KS2 in line with national and local average</p>
<p>4. The attainment in maths for Pupil Premium Pupils, through ensuring the provision of quality first teaching and targeted intervention will increase and ensure that all PP pupils make accelerated progress and develop long term memory skills and ensure that this is at least in line with their peers who are not PP</p>	<p>- Attainment of PP pupils is at least in line with their peers (who are not PP) and can access and achieve at least the expected standard at the end of KS2 in line with national and local average</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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on new DFE Approved phonic scheme to ensure the teaching of DFE validated scheme	<ul style="list-style-type: none"> - Rigorous and consistent approach to teaching systematic phonics - DFE validated scheme and linked books 	2
<i>Ongoing ELSA/ nurture training and staffing</i>	<ul style="list-style-type: none"> - Providing vital nurture and wellbeing support for our most vulnerable PP pupils who have been impacted most by the COVID pandemic 	5

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

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention – Class Teacher (PM small group and 1-1 sessions) - RWM</i>	<ul style="list-style-type: none"> - Tailored support to ensure any gaps in learning that have arisen from the pandemic are addressed in reading, writing and maths - Support to identify and address any specific learning issues 	2,3,4
<i>Nessy – Spelling Intervention</i>	<ul style="list-style-type: none"> - Targeted individual programme to provide extra support for those PP pupils who are struggling with spelling 	2,3
<i>Toe by Toe</i>	<ul style="list-style-type: none"> - Targeted individual programme to provide extra support for those PP pupils who are struggling with reading 	2,3
<i>Extra 1-1 reading sessions</i>	<ul style="list-style-type: none"> - Targeted individual time on a 1-1 basis to ensure pupils who may be struggling with reading (or who are not supported at home) have the same access to quality texts as their peers who are not PP 	2, 5
<i>Purchase of new scheme for phonics</i>	<ul style="list-style-type: none"> - To provide absolute consistency across the phonic phases throughout school for all pupils 	2

<i>including related new phonetically decodable books to ensure consistency of approach</i>	- To provide excellent phonic teaching in a multi-sensory and engaging way utilising both indoors and outdoors to ensure our most vulnerable pupils remain engaged throughout	
<i>Purchase of new scheme for spelling – Supersonic Phonic Friends to lead on from the new Phonic Programme for children aged Y3 upwards</i>	<ul style="list-style-type: none"> - To provide absolute consistency across the spelling programme throughout school for all pupils - To provide excellent spelling teaching in a multi-sensory and engaging way utilising both indoors and outdoors to ensure our most vulnerable pupils remain engaged throughout 	2
<i>Times Tables -Purple Mash</i>	- Provides a carefully sequenced programme of daily times tables practice to support pupils in learning the basic skills relating to times tables in an interactive and fun way to ensure our most vulnerable pupils can stay focused and engaged	4
<i>Purchase of Lucid Rapid Scheme and annual subscription</i>	- Provides an insight in to early literacy difficulties which can be identified early and lead to accurate and speedy assessment	2,3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support – wellbeing and nurture</i>	ELSA develops high self-esteem within our most vulnerable pupils and creates positive interactions with other people. It allows pupils to become more emotionally literate and aware. This in turn allows pupils to focus better in their learning and access the curriculum alongside their peers.	5
<i>Uniform donation and food parcels given to our most vulnerable families to support during times of need</i>	To ensure pupils have the appropriate clothing and food when in times of need	5
<i>Support towards paying for school trips and Wrap Around Care where needed</i>	To ensure that PP pupils have the same experiences as all other pupils within school	5
<i>Provision of ICT equipment if required to support home learning</i>	To ensure that PP pupils have the same experiences as all other pupils within school	1,2,3,4
<i>CPOMS to record any trends or incidents relating to our most vulnerable</i>	A consistent approach to ensure that the picture of the 'whole child' is recorded in one place to ensure that all issues are identified	5

<i>pupils (behaviour, Social or Emotional, SEND)</i>	and addressed and all key staff are aware – no gaps in communication	
<i>Yoga Bugs purchased and accessible to all school community including parents and staff</i>	A consistent approach to teaching Yoga and mindfulness linking with National Curriculum areas. This scheme can also be used at home to support children and families if required	1,2,3,4, 5
<i>Shelley Bennett trained as Senior Mental Health Lead</i>	Monies used – separate funding DFE £1200.	5

Total budgeted cost: £ 19,000 (Plus £1200 DFE Grant for SMHL Training)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2021-22 – Y6 SATs- due to the small cohort sizes, there is no trend to gather from data

2021-22- Phonics – 71% pass rate (Year 1)

2021-22- Phonics – 100% retake pass rate (Year 2)

2022-23 – Y6 SATs- due to the small cohort sizes, there is no trend to gather from data

2022-23- Phonics – 100% pass rate at Year 1

50% Pass retake rate at Year 2 (1 out of 2 pupils)

Due to cohort sizes, school data is not published. End of KS2 showed that 33% pupils (were PP/PP+ at the end of the academic year. 50% achieved EXS or better at End of KS2 SATs. Intervention was provided in the form of 1-1 and small group tuition. Nessy Spelling Programme and targeted teacher / TA led support given directly to each pupil. Lucid Rapid Screening was used on 50% of pupils and information gathered used to specifically tailor intervention. 43% of Year 2 pupils (2022-2023) are PP. They have received specific intervention to identify specific areas of need and these are being addressed through Stile Dyslexia Programme, 1-1 / Small group targeted intervention, Nessy Spelling Programme, additional phonics tuition. 2/3 pupils are on track for maths, 1/3 on track for reading. This is the cohort that has most been affected by COVID and disruption to education. Subsequently, gaps in learning are being addressed and needs identified. Additional support is being given in small class sizes 1:11 pupils for this cohort.

Externally provided programmes

Programme	Provider
Nessy	Nessy Learning
Toe by Toe	Toe by Toe
Stile Dyslexia Tiles	Hope Education
Lucid Rapid Screener	GL Assessment
Purple Mash	Maths Circle Limited
Supersonic Phonic Friends	Supersonic Phonic Friends
Yoga Bugs	Supersonic Spelling Friends

Further information

We aim to ensure all of our learners achieve the best that they can be. The aims of this document outline the extra support required by some of our most vulnerable learners to plug any gaps or emotional needs as a result of disadvantage or from the COVID pandemic.