

# Abbotswood School Pupil Premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Abbotswood Junior School
Number of pupils in school	607
Proportion (%) of pupil premium eligible pupils	29% (173 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Summer 24 to Summer 25
Date this statement was published	December 2024
Date on which it will be reviewed	Summer (June/ July) 2025
Statement authorised by	Glenn Moore - Headteacher
Pupil premium lead	Lucy Howard and Cat Gonzalez
Governor / Trustee lead	Jane Withers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,840
Recovery premium funding allocation this academic year	£5,800
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	£270,840

# 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 consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are 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.

The school adopts an innovative approach to teaching based around the principles of Assessment for Learning (AfL). The school has its own, individualised and unique 'brand' of teaching using 'cutaway' which is based upon the principles of effective AfL.

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 is responsive to common challenges and individual needs and is 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 both during lessons and at assessment points
- 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	<p>Our internal and external (where available) assessments and observations indicate that reading, maths, writing and spelling, punctuation and grammar subject attainment among many disadvantaged pupils is below that of non-disadvantaged pupils. Our observations and internal assessments show that, for many disadvantaged pupils, the gap between these pupils and their peers is already significant when the children join us from different Key Stage 1 settings.</p>
2	<p>Our observations and discussions with pupils and their families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We saw a marked increase of teacher and parent referrals for emotional, social and behavioural support after the pandemic. We have continued to see a large number of teacher and parent referrals for emotional and behaviour support.</p> <p>56 pupils (32 of whom are disadvantaged) currently require and receive additional support with emotional, social and behavioural needs. This includes support from:</p> <ul style="list-style-type: none"> <li>- the school ELSA</li> <li>- the pastoral 'Room 5' team</li> <li>- external agencies including MHST</li> </ul> <p>36 families (17 of whom are disadvantaged) are also currently supported by the Parent Support Advisor.</p>
3	<p>Our attendance data last year indicates that attendance among disadvantaged pupils was 3.8% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively impacts our disadvantaged pupils' progress.</p>
4	<p>Our observations and discussions with pupils when they enter Year 3 suggest that many disadvantaged pupils generally have weaker vocabulary skills. They generally struggle to identify the meaning of unfamiliar words, struggle to select the most appropriate vocabulary and struggle to recall vocabulary linked to a topic.</p>
5	<p>Internal assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and comprehension than their peers.</p> <p>On entry to Year 3, 40% of pupils who had a reading age that was below their chronological age were disadvantaged pupils.</p>

## 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 improve and achieve a higher percentage of Pupil Premium children making expected progress and greater than expected progress in reading, writing, SPaG and maths.	KS2 reading, writing, SPaG and maths outcomes in 2023/24 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of emotional wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>assessment graph data pre and post Room 5 support</li> <li>pupil surveys</li> <li>family surveys</li> </ul> <p>Sustained high levels of participation in enrichment activities, particularly among disadvantaged pupils, demonstrated by:</p> <ul style="list-style-type: none"> <li>increased percentage of disadvantaged pupils participating in enrichment opportunities including trips and clubs</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 2024/25 demonstrated by the percentage of PP pupils who are persistently absent being below 20%
To increase the opportunities for vocabulary to be taught and practised in context particularly for our disadvantaged pupils.	<p>KS2 reading and writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.</p> <p>Pupil voice (conducted by foundation Subject Leaders at the end of the year) will show a secure understanding of the key vocabulary of units taught within that subject.</p>
To increase the reading fluency of pupils in our school, particularly our disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.

### Activity 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: £130 003

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high standard of feedback is used consistently in teaching and learning practice across the school. This is achieved through monitoring of how feedback is used and delivered by:</p> <ul style="list-style-type: none"> <li>● Monitoring books to ensure that all staff are consistently catering for Pupil Premium (PP) children.</li> <li>● Monitoring how Verbal Feedbacks (VFs) are being used to address misconceptions and how these support children with their metacognitive strategies.</li> <li>● Monitoring how VFs are being used to challenge children and extend learning.</li> <li>● Monitoring how PP and Lowest 20% children are supported and how targets are used appropriately to challenge them.</li> <li>● Using book scrutiny to ensure all staff are consistently monitoring PP children's needs through scaffolding.</li> <li>● Using book scrutiny to ensure all staff are consistently using high impact marking.</li> </ul> <p>This is also achieved by setting feedback standards for staff through:</p> <ul style="list-style-type: none"> <li>● New teacher induction</li> <li>● Collating examples of best practice to share with new teachers to support them.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Oral feedback+7 months</b> <b>Written feedback +5 months.</b> There is a strong evidence base that quality feedback that is clear and actionable has a positive impact on learning. The evidence also suggests that the impact is highest when it is delivered by teachers. There is evidence to suggest that feedback involving metacognitive approaches may have a greater impact on disadvantaged pupils than other pupils.</p>	<p>1 and 5</p>
<p>Effective lessons are delivered consistently across the curriculum. This is achieved by:</p> <ul style="list-style-type: none"> <li>● Ensuring that all staff have a secure understanding that an effective lesson that successfully caters for Pupil Premium needs quality first teaching.</li> <li>● That quality first teaching in lessons includes opportunities to develop metacognitive approaches (e.g. teaching modelling thought process, pupils planning how to solve a problem alone and in groups, providing challenges for learners at the most appropriate and earliest opportunity).</li> <li>● That quality first teaching in lessons is driven by 'cutbacks' which are based on constant flexible AFL and feedback.</li> <li>● Having an LSA in each class to support teaching in all core subjects.</li> <li>● Ensuring children are supported in class through targeted teaching by LSAs and class teachers.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Oral feedback+7 months</b> There is a strong evidence base that quality feedback that is clear and actionable has a positive impact on learning. The evidence also suggests that the impact is highest when it is delivered by teachers. There is evidence to suggest that feedback involving metacognitive approaches may have a greater impact on disadvantaged pupils than other pupils.</p> <p><b>EEF Teaching and Learning Toolkit Within class attainment grouping +2 months</b> There is evidence to suggest that within class grouping has an advantage of flexibility in grouping children for lessons. Regular monitoring and assessment ensure challenge for all pupils.</p> <p><b>EEF Teaching and Learning Toolkit Small group tuition +4 months</b> Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs.</p> <p><b>EEF Teaching and Learning Toolkit</b></p>	<p>1, 2 and 5</p>

	<p><b>Metacognition and self-regulation +7 months</b> There is strong evidence to suggest that teaching strategies to help pupils plan, monitor and evaluate learning are effective. The evidence also suggests that teachers demonstrating how they approached a problem is effective.</p> <p><b>EEF Teaching and Learning Toolkit Collaborative learning approaches +5 months</b> Evidence suggests that collaborative learning approaches have a positive impact when they are supported to do this effectively.</p> <p><b>Cognitive Science in the Classroom: A review of the Evidence</b> There is evidence that suggests retrieval practice and worked examples have positive impact.</p>	
Funding is used to release experienced staff to coach others. Teachers and LSAs receive coaching to develop their teaching practice to ensure consistent best practice. The dialogic coaching structure used helps staff build knowledge, motivates professionals by setting goals, develops teaching techniques and embeds practice.	<p><b>EEF Effective Professional Development Guidance Report &amp; National Institute of Teaching's Mentoring and Coaching of Teacher research report</b> High quality teaching is achieved and maintained through effective professional development. Coaching is a mechanism to support professionals with developing and strengthening their teaching skills.</p>	1, 2 and 5
We maintain a strong school ethos with values that are designed to support greater engagement in learning. This is taught and shared with pupils using the STARS values (Stickability, Teamwork, Aspiration, Respect and Stretch). PP children and peers are recognised for the values they demonstrate around school and in learning by receiving bands and through positive comments (that refer to these values) in marking. Text messages are sent to parents/ carers detailing why the pupil received the values band.	<p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months</b> There is some evidence that personalised messages linked to learning can promote positive interactions between parents and schools which can positively impact attainment too.</p> <p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social and emotional learning approaches are more effective when they are embedded into educational practice. This shows that an ethos that encourages positive social and emotional learning will support pupils.</p>	2 and 3
We use Growth Mindset certificates to encourage vulnerable pupils to develop resilience and to recognise their improvement in school. Growth Mindset certificates are sent out to parents of PP children each half term to have a positive dialogue with parents/ carers about learning.	<p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning.</b> There is some evidence that personalised messages linked to learning can promote positive interactions between parents and schools.</p> <p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social and emotional learning approaches are more effective when they are embedded into educational practice. This shows that an ethos that encourages resilience will support pupils to develop this further.</p>	2 and 3
Year 5 Learning Mentors are children who are trained by a member of staff and then work with Year 3 PP children in weekly sessions. They work with the Year 3 pupil to address targets that have been set by the Year 3 pupil's class teacher and read with their 'buddy'. These targets focus on	<p><b>EEF Teaching and Learning Toolkit Peer mentoring +5 months</b> There is evidence that shows peer mentoring has a positive impact on learning particularly when it is used as a chance to revisit, revise and consolidate skills and prior knowledge.</p>	1, 2 and 5

<p>consolidating learning. A member of staff supervises these sessions and provides feedback.</p>	<p><b>EEF Teaching and Learning Toolkit Small group tuition +4 months</b> Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs.</p> <p><b>Cognitive Science in the Classroom: A review of the Evidence</b> There is evidence that suggests retrieval practice and worked examples have positive impact.</p>	
<p>We have established a phonics programme and session structure in Year 3 that focuses on reducing the attainment gap in reading fluency through targeted support. This is achieved by:</p> <ul style="list-style-type: none"> <li>• Providing targeted support to the PP children who have not passed their phonics test in class through small group teaching.</li> <li>• LSAs using Precision Teaching interventions and Reading Fluency interventions with PP children to boost phonic knowledge and increase reading ages.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Small group tuition +4 months</b> Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs.</p>	1, 2 and 5
<p>We have increased the vocabulary and oracy opportunities for pupils through our curriculum design. This includes:</p> <ul style="list-style-type: none"> <li>- Subject Leaders plan key vocabulary for each unit (linked to the essential knowledge). This is split into a topic, subject and general vocabulary word/ phrase. The vocabulary is taught in vocabulary starters in foundation lessons. The new piece of vocabulary is taught in a variety of ways including (e.g. games, visuals, synonym activities) and is revisited across a unit of work.</li> <li>- Providing multiple opportunities in lessons for pupil talk (carpet starters, talk tasks, drama activities, mini plenaries, talk plenaries and verbal evaluations)</li> <li>- Speaking and Listening sessions focus on a speaking and/ or listening skill each week. These skills are modelled by the teacher and pupils have a chance to then apply the skill themselves.</li> </ul>	<p><b>EEF article and toolkit 'Approaches for supporting communication and language development'</b> Evidence suggests that the most effective teaching of vocabulary in early years involves vocabulary instruction about words, meaning and features.</p> <p><b>EEF Teaching And Learning Toolkit Oral Language Interventions +6 months</b> Evidence suggests disadvantaged pupils are more likely to be behind non-disadvantaged pupils in developing early language and speech skills. Evidence suggests that oral language approaches, including focusing on explicit vocabulary development, have a positive impact.</p>	4
<p>As well as the Pupil Premium Leadership Team, provision for PP children is monitored through a collaborative and strategic approach by members of SLT:</p> <ul style="list-style-type: none"> <li>➢ The SENDCo who provides for children who are SEND.</li> <li>➢ The Assistant Head/LAC intervention team provides for PLAC and LAC pupils.</li> <li>➢ The Assistant Heads who provide for children who are in the Lowest 20%.</li> </ul> <p>These members of staff work together to ensure that provision for PP pupils is implemented with staff successfully by regularly revisiting aspects (such as staff buy-in and understanding) and using ongoing evidence to adapt provision.</p>	<p><b>EEF Review of evidence on implementation in education</b> This review of evidence suggests that it is most effective to look at implementation as an interactive process that needs monitoring, reviewing and adapting based on evidence gathered throughout. It is important to have members of the leadership team monitoring provision.</p>	1

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

Budgeted cost: £ 102 919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for pupils in need of additional support which are delivered in addition to, and linked with, main lessons. These include:</p> <ul style="list-style-type: none"> <li>• Afternoon interventions to target Lowest 20% children (including PP) in reading fluency (high frequency words and prosody) and comprehension.</li> <li>• 'Reading Guru' Interventions for Year 6 (including PP)</li> <li>• Learning Mentor interventions provided by peers.</li> <li>• Precision Teaching and other targeted interventions for SEN children who are PP.</li> <li>• Focus children (including PP) read with the staff (teachers, LSAs, librarian) and peers (Reading Ambassadors).</li> </ul>	<p><b>EEF Reading Comprehension Strategies +6 months</b> There is strong evidence to suggest that reading comprehension strategies that teach explicit approaches and techniques improve comprehension of a written text. Evidence also suggests that this needs to be tailored to the pupils' reading capabilities and that interventions are based on effective diagnosis of reading difficulties. This is why the interventions are split into fluency and reading comprehension.</p> <p><b>EEF Teaching and Learning Toolkit Small group tuition +4 months</b> Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs.</p> <p><b>EEF Teaching and Learning Toolkit Peer mentoring +5 months</b> There is evidence that shows peer mentoring has a positive impact on learning particularly when it is used as a chance to revisit, revise and consolidate skills and prior knowledge.</p>	1, 2 and 5

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

Budgeted cost: £ 37 918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Fresh Fridays</b> Once a half-term, teachers provide a session for pupils to develop their love of arts, science, physical activities e.g. art, cookery, judo, sign language etc. This can involve purchasing equipment to support this. This provides an opportunity for pupils to access different cultural experiences and extra-curricular activities within school time.</p>	<p><b>EEF Teaching and Learning Toolkit Arts Participation +3 months</b> The evidence suggests that arts participation approaches can have a positive impact on academic outcomes.</p> <p><b>EEF Teaching and Learning Toolkit Physical Activity +1 months</b> The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence</p>	1, 2 and 3



	<p>that involvement in extracurricular activities may increase attendance.</p> <p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact. Fresh Friday events take place in house groups so provide pupils with the opportunity to interact with more of their peers.</p>	
<p><b>Positive discrimination opportunities</b> These opportunities provide enrichment opportunities for pupils. By prioritising PP pupils, it allows them access to activities and events that they may not be able to access outside of a school setting. These activities involve release time for staff to facilitate these trips. These include:</p> <ul style="list-style-type: none"> <li>• Limewood visit – pupils visit the hotel and have the opportunity to cook with the chef there.</li> <li>• Guest Readers in the library – PP pupils receive VIP passes to come to hear a Guest Reader present about themselves and answer questions.</li> <li>• Pupil Premium are given first access to sports clubs and other clubs to encourage them to try something new. We have 173 Pupil Premium children and 177 of the club places were filled with PP children. This includes non-sports clubs and sports clubs e.g. choir, song-writing club, craft club, crochet.</li> <li>• Chromebooks allocated to PP children with no IT access at home to encourage access to home learning opportunities (e.g. Times Table RockStars)</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 months</b> There is strong evidence to suggest that teaching strategies to help pupils plan, monitor and evaluate learning are effective. The evidence also suggests that teachers demonstrating how they approached a problem, and a new skill, is effective.</p> <p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact. These events provide pupils with the opportunity to interact with a wider variety of pupils and adults.</p> <p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning.</b> There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment. Inviting pupils to take part and sharing outcomes encourages a positive dialogue with parents that promotes engagement with school.</p>	2
<p><b>Hook Days and Trips</b> Year Leaders ensure new experiences are provided through Hook Days, Topic Outcomes and school trips. These provide enrichment opportunities that some PP pupils may not have access to outside the school setting. These activities involve release time for staff to facilitate these trips and funding for outside providers.</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Library trip</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact. These events provide pupils with the opportunity to interact with a wider variety of pupils and adults.</p>	2

<ul style="list-style-type: none"> <li>• Testwood Lakes trip</li> <li>• Totton field trip</li> <li>• Simon Chadwick (local illustrator) visit</li> <li>• PAT dogs visit</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Stubbington (and Abbington) residential</li> <li>• Titanic Museum trip</li> <li>• Simon Chadwick (local illustrator) visit</li> <li>• Hobgoblin Theatre</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The Winchester Science Museum trip</li> <li>• Paultons Park trip</li> <li>• Virtual reality Egyptians hook</li> <li>• Waterstones trip as Space Race reward</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Osmington Bay residential</li> <li>• Art Gallery trip</li> <li>• Hobgoblin theatre</li> <li>• Production</li> <li>• Enterprise Week</li> <li>• Reptiles visit</li> <li>• Waterstones trip as Space Race reward</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Arts Participation +3 months</b> The evidence suggests that arts participation approaches can have a positive impact on academic outcomes.</p> <p><b>EEF Teaching and Learning Toolkit Physical Activity +1 months</b> The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance.</p>	
<p><b>Room 5 provision</b> The Room 5 team provides behaviour and pastoral support for pupils. The funding for this provision includes:</p> <ul style="list-style-type: none"> <li>• ELSA (full-time) for targeted pupil support and drop-ins at break and lunchtimes.</li> <li>• Behaviour Support Worker x 1 (full time) for targeted pastoral support and drop-ins at break and lunchtimes.</li> <li>• Resources (e.g. games, art and craft supplies, books)</li> <li>• Lunch Club for children who require extra support to learn to play. Led by a Room 5 staff member.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact.</p> <p><b>EEF Teaching and Learning Toolkit Small group tuition +4 months</b> Evidence shows that small group work is effective. Some of the ELSA and pastoral sessions are conducted in small groups.</p> <p><b>EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 months</b> There is strong evidence to suggest that teaching strategies to help pupils self-regulate has a positive impact on attainment.</p> <p><b>EEF Supporting School Attendance – reflection and planning tool</b> Research suggests a common theme to support improving attendance is building a culture of belonging.</p>	2 and 3
<p><b>Social Skill development</b> Opportunities are provided to help pupils develop and strengthen their social skills. These include:</p> <ul style="list-style-type: none"> <li>• Provision of Rockets Room staffed at lunchtime for vulnerable pupils. This area provides opportunities</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact.</p>	2 and 3

<p>for learning social skills and how to interact with peers and pupils from other year groups.</p> <ul style="list-style-type: none"> <li>Play Leaders support children outside by providing structured play activities to develop their social skills.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Physical Activity +1 months</b> The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance.</p> <p><b>EEF Supporting School Attendance – reflection and planning tool</b> Research suggests a common theme to support improving attendance is building a culture of belonging.</p>	
<p><b>Transition Project for new Year 3</b> PP children are invited for a ‘sports morning’ to introduce them to key Sports staff members, interact with their ‘new’ peers and to have a positive effect on social and emotional health by reducing anxiety about transition.</p>	<p><b>EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months</b> Evidence shows that social interaction between pupils has a positive impact.</p> <p><b>EEF Supporting School Attendance – reflection and planning tool</b> Research suggests a common theme to support improving attendance is building a culture of belonging.</p>	2 and 3
<p><b>Funding for a sports coach</b> This allows the school to supply free before and after sports school clubs for pupils. Pupil Premium pupils are given first access to sports clubs. This also means that class teachers do not need to teach PE lessons which provides them with additional PPA time.</p>	<p><b>EEF Teaching and Learning Toolkit Physical Activity +1 months</b> The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance.</p> <p><b>EEF Review of Teacher Workload management</b> This review outlines some approaches to reducing teacher workload particularly in schools and that providing PPA time allowed teachers time to provide more effectively.</p>	2 and 3
<p><b>Funding for Parent Support Advisor (15 hours a week)</b> The PSA provides individual and group support for parents of children whose behaviour may be challenging or concerning, or where family circumstances create barriers to learning. A key part of this is supporting pupil attendance and punctuality.</p>	<p><b>EEF Supporting School Attendance – reflection and planning tool</b> Research suggests a common theme to support improving attendance is understanding families and building a culture of belonging.</p> <p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months</b></p>	3

	<p><b>and Working with Parents to Support Children's Learning.</b></p> <p>There is evidence that suggests approaches that help maintain parental engagement across primary school has a positive impact.</p>	
<p><b>Increasing parental engagement</b></p> <p>A key part of encouraging attendance is a strong, positive dialogue between parents and school. This is achieved by:</p> <ul style="list-style-type: none"> <li>• Text and email communication with parents to celebrate achievement that is personalised to the pupil (value bands and Growth Mindset award)</li> <li>• Parents' Evening - office staff contact PP parents and help them make Parents' Evening appointments. This includes offering a phone call or meeting the class teacher at a different time.</li> <li>• Teachers make positive contact with PP parents in the first half term (Autumn 1)</li> <li>• Care Calls about attendance to offer support and guidance. This is focused on helping unpick the barriers and find ways to address them instead of blaming the parents.</li> </ul>	<p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months, Working with Parents to Support Children's Learning and EEF How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice document.</b></p> <p>There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment. There is evidence that personalised messages linked to learning can promote positive interactions between parents and schools.</p>	3
<p><b>Space Race Reading Scheme</b></p> <p>This is a reading incentive scheme that is shared with parents and is designed to be done in collaboration with parents. There are prizes for each milestone and entries are made in pupils' reading diaries. Teachers share targets in reading diaries, make contact about pupil progress in this Space Race through emails home and send certificates home to enable strong communication between school and home about reading fluency progress.</p>	<p><b>EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning.</b></p> <p>There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment.</p>	1

**Total budgeted cost: £ 270 840**

Date	Funding name	Amount	Details
April 2024	Recovery Premium Funding	£5800	At Abbotswood we have made the decision to employ an additional teacher in Year 3. In the first instance this has enabled us to have a 6th Y3 class, meaning all Y3 classes are smaller than usual, giving the children a better teacher to pupil ratio at a time when they need the most support. The recovery funding will contribute towards the cost.

## 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 2023 to 2024 academic year.

#### Year 6 SATs data

	Abbotswood		Local Authority		Difference	
	Exp+	GD	Exp+	GD	Exp+	GD
<b>Reading, Writing &amp; Maths</b>	50%	2%	39.7%	2.3%	+10.3%	-0.3%
<b>Maths</b>	61%	10%	54.4%	9%	+6.6%	+1%
<b>Reading</b>	66%	20%	57.5%	14.9%	+8.5%	+5.1%
<b>Writing</b>	76%	12%	54.2%	5.4%	+21.8%	+6.6

Emotional wellbeing (Room 5 ELSA)	90% of children improved their score in the pre and post intervention ELSA assessment. All children who needed emotional support were provided with that support.
Improve PP attendance	The attendance of our disadvantaged pupils was 92.3% (down 0.3% compared with previous year 2022-2023). This is an area we will continue to target via our safeguarding and attendance action planning.
Clubs across the school	<p><u>PP Club attendance 23-24</u></p> <p>Autumn- 128 Spring- 119 Summer- 90</p> <p><u>PP Sports Club attendance 23-24</u></p> <p>Pupil Premium children were given first priority in choosing sports clubs. The sports coaches and office staff worked together to call parents and sign them up.</p> <p>Autumn - 108 Spring - 86</p>

Summer - 75

The majority of Pupil Premium children took part in more than one club.

Pupil Premium children are encouraged to represent the school as much as possible in order to increase a sense of belonging to the school community. In 2023-2024, 80 children represented the school in competitions. Many of these children represented the school at more than one competition. This is an increase from the previous academic year.