

# 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	Summer 2022 (updated Summer 2023)
Date on which it will be reviewed	Summer 2024
Statement authorised by	Fiona Brocklesby – Deputy 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	£270840
Recovery premium funding allocation this academic year	£5800
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	£270840

# 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. The school adopts an innovative approach to teaching based around the principles of Assessment for Learning. The school does have its own, individualised and quite 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 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 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	Internal and external (where available) assessments indicate that reading, maths, writing and spelling, punctuation and grammar subject attainment among disadvantaged pupils is below that of non-disadvantaged pupils (but above national). However, the gap is already large when the children join us from Key Stage 1.
2	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for emotional and behavioural support have markedly increased since the pandemic. 89 pupils (71 of whom are disadvantaged) currently require additional support with social and emotional needs, with all of them receiving individual or small group interventions.
3	Our attendance data last year indicates that attendance among disadvantaged pupils was 1.6% lower than for non-disadvantaged pupils. Last year 22% of disadvantaged pupils were 'persistently absent' compared to 8% of their peers during that period. This is less than the previous academic year (25%).

## 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
Higher percentage of PP children making expected progress and greater than expected progress in writing, SPaG and maths.	KS2 reading, writing, SPaG and maths outcomes in 2022/23 show that more disadvantaged pupils met the expected standard (see table of last year's data at the end of this document)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain the high levels of emotional wellbeing from 2023-24, demonstrated by:

	<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>
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%

### 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><b><u>Monitor use of high quality feedback</u></b></p> <ul style="list-style-type: none"> <li>• High impact marking across all classes.</li> <li>• Monitor books to ensure that all staff are consistently catering for PP children.</li> <li>• Collate examples of best practice to help new teachers.</li> <li>• New teacher induction</li> <li>• Ensure VFs are being used to challenge misconceptions and challenge children.</li> <li>• Monitor how PP Lowest 20% children are supported and how targets are given appropriately to challenge them.</li> <li>• Use book scrutiny to ensure all staff are consistently monitoring PP children's needs through scaffolding.</li> </ul>	<p><b>EEF Toolkit Feedback + 8 months</b></p>	1
<p><b><u>Effective lessons</u></b></p> <ul style="list-style-type: none"> <li>• Develop a secure understanding of what an effective lesson that successfully caters for Pupil Premium needs - Quality First Teaching.</li> <li>• Quality First Teaching driven by cutbacks based on constant flexible AFL and feedback.</li> <li>• All classes have an LSA to support teaching in all core subjects.</li> <li>• Children are supported in class through targeted teaching by LSAs and Class Teachers.</li> </ul>	<p><b>EEF Toolkit With-in class attainment grouping +3 months.</b></p>	1, 2 and 3
<p><b><u>Coaching</u></b></p> <ul style="list-style-type: none"> <li>• Funding to release experienced staff to coach others 5 days a week.</li> <li>• Coaching is provided for both teachers and LSAs.</li> </ul>	<p><b>EEF Toolkit Social and emotional learning +4 months.</b></p>	1
<p><b><u>School ethos – STARS values</u></b></p> <ul style="list-style-type: none"> <li>• School ethos developed which also aims to support greater engagement in learning.</li> <li>• PP children and peers recognised for the values they demonstrate around school and in learning through bands and positive marking.</li> </ul>		

<ul style="list-style-type: none"> <li>Growth Mindset certificates sent out to parents of PP children each term.</li> </ul> <p><b>Learning Mentors</b></p> <ul style="list-style-type: none"> <li>Year 5 children matched with Year 3 PP children for weekly sessions to address targets.</li> </ul> <p><b>Phonics in Year 3</b></p> <ul style="list-style-type: none"> <li>Targeted support is given to the PP children who have not passed their phonics test in class through small group teaching.</li> <li>LSAs also run Precision Teaching interventions and Reading Fluency interventions with PP children to boost Phonic knowledge and reading ages.</li> </ul> <p><b>SLT support</b></p> <ul style="list-style-type: none"> <li>Provision for PP children is covered by: <ul style="list-style-type: none"> <li>❖ The SENco who provides for children who are SEN.</li> <li>❖ The Deputy Head/LAC intervention team provides for PLAC and LAC pupils.</li> <li>❖ The Assistant Head and Teaching Coach provide for children who are in the Lowest 20%.</li> </ul> </li> </ul>	<p><b>EEF Toolkit Peer Tutoring + 5 months</b></p> <p><b>Small Group Tuition EEF Toolkit + 4 months.</b></p>	<p>1, 2 and 3</p> <p>1 and 2</p> <p>1</p>
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## 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><u>Interventions</u></p> <ul style="list-style-type: none"> <li>Afternoon interventions to target Lowest 20% children (including PP) in reading fluency and comprehension.</li> <li>Reading Plus intervention 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 PP children read with the librarian in the afternoons.</li> </ul>	<p><b>EEF Toolkit Peer Tutoring + 5 months</b></p> <p><b>Reading Comprehension Strategies EEF Toolkit + 6 months; Small Group Tuition EEF Toolkit + 4 months.</b></p>	<p>1 and 3</p> <p>1 and 2</p> <p>1</p>

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

Budgeted cost: £ 37 918

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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.</p> <p><b>Positive discrimination opportunities</b></p> <ul style="list-style-type: none"> <li>● Limewood visit</li> <li>● Guest Readers in the library</li> <li>● Pupil Premium are given first access to sports clubs and other clubs to encourage them to try something new. We have 166 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>● Spare Chromebooks allocated to PP children with no IT access at home.</li> </ul> <p><b>Hook Days and Trips</b> Year Leaders ensure new experiences are provided through Hook Days, Topic Outcomes and school trips.</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Library trip</li> <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 Toolkit Arts participation + 3 months</b></p> <p><b>EEF Toolkit Physical Activity + 1 month</b></p> <p><b>EEF Toolkit Metacognition and Self-regulation +7 months</b></p> <p><b>Social and Emotional learning +4 months</b></p> <p><b>EEF Toolkit parental engagement +4 months</b></p>	<p>2</p>
<p><b>Room 5 provision</b></p> <ul style="list-style-type: none"> <li>● ELSA (full-time) for targeted support and drop-ins at break and lunchtimes.</li> <li>● Behaviour Support Worker x 2 (full time) for targeted 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.</li> </ul> <p><b>Provision of Rockets Room</b> staffed at lunchtime for vulnerable pupils. This area provides opportunities for learning social skills.</p>	<p><b>EEF Toolkit metacognition and self-regulation +7 months; Social and Emotional learning +4 months.</b></p> <p><b>EEF Toolkit Social and Emotional learning +4 months.</b></p>	<p>3</p>

<p><b>Play Leaders</b> support children outside by providing structured play activities to develop their social skills.</p> <p><b>Transition project</b> conducted with Infant Schools. PP children invited for a sports morning to introduce them to key Sports personnel and have a positive effect on social and emotional health by reducing anxiety about transition.</p> <p><b>Funding for Sports Coach</b></p>	<p><b>EEF Toolkit Sports Participation +2 months.</b></p>	
<p><b>Funding for Parent Support Advisor (15 hours a week)</b> Individual and group support for parents of children whose behaviour may be challenging or concerning or where family circumstances create a barrier for learning. Key target is supporting attendance and punctuality.</p> <p><b>Parental engagement</b> Parents' evening - office staff contact PP parents and make Parents' Evening appointments.</p> <p>Teachers make positive contact with all PP parents in the first half term (Autumn 1) - expectations of giving Pupil Premium children a growth mindset certificate and celebrating this twice a term with an email home.</p> <p>Space Race - a reading incentive scheme in collaboration with parents.</p>	<p><b>EEF Toolkit Parental Engagement + 3 months.</b></p> <p><b>EEF Toolkit Parental Engagement + 3 months</b> <b>EEF Parental Engagement project (Texting parents) + 1 month</b></p>	<p>3</p>

**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 2022 to 2023 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 92.5% (down 0.3% compared with previous year). 22.9% of PP pupils were persistently absent which is a decrease of 2.7% compared with the previous year. This is an area we will continue to target via our safeguarding and attendance action planning. Currently (as at 14th May 24), 21.67% of PP pupils are Persistently Absent.
Clubs across the school	<p>PP children were given first priority in choosing sports clubs. The sports coaches and office staff worked together to call parents and sign them up. 93 children to represent the school at a sporting event so far this year have been PP pupils.</p> <p><u>PP Club attendance 22-23</u></p> <p>Autumn- 80 Spring- 76 Summer- 93</p>



