

Abbotswood School Pupil Premium strategy statement 2022-23

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	602
Proportion (%) of pupil premium eligible pupils	27% (164 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	Summer 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Fiona Brocklesby – Deputy Headteacher
Pupil premium lead	Sam Swift
Governor / Trustee lead	Sarah Hamblyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211221
Recovery premium funding allocation this academic year	£16492
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227713

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. 66 pupils (40 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 25% of disadvantaged pupils were 'persistently absent' compared to 13% of their peers during that period.

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 2021-22, demonstrated by: <ul style="list-style-type: none"> assessment graph data pre and post

	Room 5 support, pupil surveys, family surveys
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 2022/23 demonstrated by: the percentage of aPP 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: £ 101221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Monitor use of high quality feedback</u></p> <ul style="list-style-type: none"> High impact marking across all classes. Monitor books to ensure that all staff are consistently catering for PP children. Collate examples of best practice to help new teachers. New teacher induction Monitor use of praise Ensure VF are being used to challenge misconceptions and challenge children. Monitor how PP Lowest 20% children are supported and how targets are given appropriately to challenge them Use book scrutiny to ensure all staff are consistently monitoring PP children's needs through differentiation and potentially pre teaching for class work. 	<p>EEF Toolkit Feedback + 8 months</p>	1
<p><u>Effective lessons</u></p> <ul style="list-style-type: none"> Develop a secure understanding of what an effective lesson that successfully caters for Pupil Premium needs - Quality First Teaching Quality first teaching driven by cutbacks based on constant flexible AFL and feedback. All classes to have an LSA to support teaching in all core subjects Gather examples of best teaching and learning practice to be shared and celebrated 	<p>EEF Toolkit With-in class attainment grouping +3 months.</p>	1, 2 and 3
<p><u>Engagement in lessons</u></p> <ul style="list-style-type: none"> Monitor how LSAs are being used to support PP children in class interventions. 	<p>EEF Toolkit With-in class attainment grouping +3 months.</p>	1 and 2
<p><u>Coaching</u></p> <ul style="list-style-type: none"> Funding to release experienced staff to coach others 6 days a week. Link coaching targets to Performance Management for teachers and LSAs accountability for vulnerable groups. 	<p>EEF Toolkit Social and emotional learning +4 months.</p>	1

<ul style="list-style-type: none"> Provision maps created by class teachers to plan/map the current provision for PP children for class transitions SS will work closely with teachers to find strategies to engage the children in class. <p>School ethos – STARS values</p> <ul style="list-style-type: none"> School ethos developed which also aims to support greater engagement in learning. PP children and peers recognised for the values they demonstrate around school and in learning through bands and positive marking. <p>Learning mentors</p> <ul style="list-style-type: none"> Year 5 PP children matched with Year 3 PP children for weekly sessions to address targets <p>Phonics in Year 3</p> <ul style="list-style-type: none"> Targeted support is given to the PP children who have not passed their phonics test in class through small group teaching. LSAs also run Precision Teaching interventions and Reading Fluency interventions with PP children to boost Phonic knowledge and reading ages. <p>SLT support</p> <ul style="list-style-type: none"> The PP lead is supported by two members of the Senior Leadership Team to ensure strategic overview 	<p>EEF Toolkit Peer Tutoring + 5 months</p> <p>Small Group Tuition EEF Toolkit + 4 months.</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: £ 80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement reading initiative: Space Race - a reading incentive scheme in collaboration with parents</p> <p>Spare Chromebooks allocated to PP children with no IT access at home.</p> <p>TTRS club for each year group has been set up for allocated days for PP children at break and lunch times to access if they can't access at home.</p> <p>Interventions</p> <ul style="list-style-type: none"> Use afternoon interventions to target PP children in specific areas Learning Mentor interventions provided by peers 	<p>EEF Toolkit parental engagement +4 months.</p> <p>EEF Toolkit Metacognition and Self-regulation +7 months; EEF Toolkit Peer Tutoring + 5 months;</p> <p>Social and Emotional learning +4 months; Reading Comprehension Strategies EEF Toolkit + 6 months; Small Group Tuition EEF Toolkit + 4 months.</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: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fresh Fridays All adults in school provide a session for pupils to develop their love of arts, science, physical activities e.g. art, cookery, judo, sign language etc.</p> <p>Pre and after school clubs Pupil Premium are given first access to sports clubs and other clubs to encourage them to try something new.</p> <p>We have 166 Pupil Premium children, of whom 89 have booked a club. This includes non sports clubs and sports clubs.</p> <p>Music events SS and KB (music teacher) have coordinated with SLT to provide PP children with the opportunity to go and see musical events around Southampton.</p> <p>Hook days and trips SS and year leaders ensure these new experiences are achieved from Hook days, outcomes and school trips. Year 3 go to Testwood Lakes, year 4 go to Stubbington and the Titanic Museum, year 5 go to Paultons Park and year 6 go to Osmington Bay and the art gallery.</p>	<p>EEF Toolkit Arts participation + 3 months</p> <p>EEF Toolkit Physical Activity + 1 month</p>	2
<p>Room 5 provision of:</p> <ul style="list-style-type: none"> • ELSA (full-time) for targeted support and drop-ins at break and lunchtimes • Behaviour Support Worker x 2 (full time) for targeted support and drop-ins at break and lunchtimes • Resources (e.g. games, art and craft supplies, books) • Lunch Club for children who require extra support to learn to play <p>Breakfast Club provided for PP children</p> <p>Provision of Rockets Room staffed at lunchtime for vulnerable pupils. This area provides opportunities for learning play skills and social skills.</p> <p>Transition project conducted with Infant Schools. PP lead to liaise with Year 3 Phase Leader on the Transition project between year 2 and 3. 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>EEF Toolkit metacognition and self-regulation +7 months; Social and Emotional learning +4 months.</p> <p>EEF Toolkit Social and Emotional learning +4 months.</p> <p>EEF Toolkit Sports Participation +2 months.</p>	3

<p>Funding for Sports Coach. Sports Coaches and class teachers to contact parents of PP children to encourage engagement in clubs.</p>		
<p>Funding for Parent Support Advisor 15 hours a week. 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>Parental engagement Parents' evening - office staff contact PP parents and make Parents' Evening appointments.</p> <p>Teachers make positive contact with all PP parents in 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>EEF Toolkit Parental Engagement + 3 months.</p> <p>EEF Toolkit Parental Engagement + 3 months EEF Parental Engagement project (Texting parents) + 1 month</p>	<p>3</p>

Total budgeted cost: £ £211,221

Date	Funding name	Amount	Details
April 2022	Recovery Premium Funding	£16,492	At Abbotswood we have made the decision to employ an additional teacher. In the first instance this has enabled us to have a 6th Y4 class, meaning all Y4 classes are smaller than usual, giving the children a better teacher to pupil ratio at a time when they need the most support.

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 2021 to 2022 academic year.

Year 6 SATs data

	Abbotswood		Local Authority		Difference	
	Exp+	GD	Exp+	GD	Exp+	GD
Reading, Writing & Maths	37.5%	2.5%	36.2%	2.2%	+1.3%	+0.3%
Maths	47.5%	2.5%	51.8%	9.2%	-4.3%	-6.7%
Reading	70%	17.5%	58%	14.4%	+12%	+3.1%
Writing	55%	7.5%	50.7%	5.5%	+4.3%	+2.0%

PROGRESS SCORES - PP	Abbotswood	Local Authority	Difference
Reading	+1.5	-2.1	+3.6
Writing	+0.9	-1.5	+2.4
Maths	-0.8	-2.4	+1.6

PROGRESS SCORES - FSM	Abbotswood	Local Authority	Difference
Reading	+1.3	-2.2	+3.5
Writing	+0.7	-1.6	+2.3
Maths	-0.7	-2.5	+1.8

Emotional wellbeing (Room 5 ELSA)	85% 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 92.8%. 25.6% of PP pupils were persistently absent. This is an area we will continue to target via our safeguarding and attendance action planning.
Clubs across the school.	<p>PP children were given first priority in choosing sports clubs. The PP Lead, sports coaches and office staff worked together to call parents and sign them up.</p> <p>We had 178 Pupil Premium children, of whom 141 (79%) have booked a club. This includes non sports clubs and sports clubs. Those 141 pupils accounted for 627 club spaces. PP places accounted for 23% of the total club spaces. 44 of the 73 children to represent the school at a sporting event so far this year have been PP pupils.</p>