

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Abacus Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	8% (national 22.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31/12/22
Date on which it will be reviewed	December 2022
Statement authorised by	Heidi Blakeley
Pupil premium lead	Lyndsey Robertson/ Heidi Blakeley
Governor / Trustee lead	Cindy Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,418
Recovery premium funding allocation this academic year	£4241
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,880
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	£82539

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.

It is our intention that all of our disadvantaged pupils receive a rounded, well-balanced and fruitful education, rich with experience and appropriate challenge; we aim to develop young scholars who can read fluently and widely, can write expressively and contribute to the world and society around them. We intend for these pupils (and their families) to develop a love of learning and a knowledge of how to be successful.

High-quality teaching and Wellbeing are 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. Disadvantaged pupils will make progress that is at least in line with National and school progress data for other 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 will have high quality teaching at their heart and 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

We have used EEF guidance, DfE guidance, the Essex Disadvantaged Strategy, school data and information to help develop our school's strategy. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their academic, mental wellbeing and/or SEND needs, including progress for those who are already high attainers. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.

We also believe in the importance of evaluating the impact of our strategy regularly and will adjust our plan over time to secure better outcomes for pupils according to these evaluations.

Challenges

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

Challenge number	Detail of challenge
1	Parental Engagement
2	Attendance of disadvantaged pupils is approximately 3% less than other pupils. Persistent attendance of disadvantaged pupils is 92.2% compared to 95.11 for the whole school.
3	Oral language/vocabulary, transferring into written language.
4	Accelerating progress of disadvantaged pupils to achieve age-related or greater depth in reading, writing, maths and phonics in order to narrow/close the attainment gap.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues with some pupils, including those identified as disadvantaged currently require support with SEMH needs.

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
For all parents and pupils to be fully included (and to feel fully included) in all aspects of school life and the curriculum.	<ul style="list-style-type: none"> Parents are aware of what resources the school has to support SEMH (school counsellor, wellbeing mentor) Parents access the support available. Positive parent feedback Pupil and Parent Voice reflects that they feel fully included.
The attendance of all PPG children is at least 95%	Sustained high attendance demonstrated by:

<p>Increase the attendance of disadvantaged pupils. PPG children are punctual each day.</p>	<p>Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils and not below the national expectation of 96%. The percentage of all pupils and those identified as disadvantaged who are persistently absent is below the national average (currently 10%).</p>
<p>Improve pupils' oral language skills and vocabulary</p>	<p>Children will know a range of strategies (toolkit) to use when feeling anxious or unfamiliar situations. They use their performance opportunity to demonstrate their confidence (Christmas plays, summer show, Harvest) Pupils identified in EYFS as needing additional support for speech and language are age related by the end of KS1. Pupils who have continued this support in KS2 will have closed the gap to be age related by the end of this phase.</p>
<p>Children develop a love of reading. Their range of vocabulary and genre is reflected within their independent writing.</p>	<p>PPG children achieve at least ARE in reading and writing. PPG children speak positively about reading and writing.</p>
<p>To achieve and sustain improved wellbeing (SEMH needs) for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Disadvantaged team to complete Trauma Perceptive Practice training (TPP) and training disseminated with the school team. School regularly engages in mental health awareness campaigns and these are high profile throughout the year (World Mental Health Day, Children's Mental Health Week, Anti-Bullying Week, etc...) School continues to work on Healthy school actions and move forward with Dementia Aware school status. Staff member to be trained as a Sleep practitioner. Our PSHE curriculum focuses on Mental Health Children can confidently and openly talk about mental health. Children know where to find help. Sustained high levels of wellbeing demonstrated by: Pupil and Parent Voice Increase in participation in enrichment activities eg clubs, particularly among disadvantaged pupils.</p>
<p>Close the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects by increasing the percentage of disadvantaged pupils achieving age-related expectations.</p>	<p>In 2024-2025, KS1 and KS2 outcomes in RWM combined show that disadvantaged pupils are achieving at least in line with National/school non-disadvantaged pupils.</p>

Increase % of disadvantaged pupils achieving Greater Depth in Reading, Writing and Maths.	In 2024-2025, KS1 and KS2 outcomes at Greater Depth in RWM combined show that disadvantaged pupils are achieving at least in line with National/school non-disadvantaged pupils.
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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

Budgeted cost: £55320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school small group tuition with a focus on maths (priority girls).</p>	<p><i>EEF Small Group</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4</p>
<p>Embedding strategies for Assessment for Learning and effective feedback across the key stages.</p> <p>CPD for teachers and LSAs</p>	<p><i>EEF Feedback</i></p> <p><i>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</i></p> <p>Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p> <p>Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p>Although some studies have successfully demonstrated the benefits of digital feedback, effects are typically slightly smaller (+ 4 months).</p>	<p>2, 4, 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
SEMH training for teachers and LSAs (eg Zones of Regulation, Emotion Coaching, Trauma Perceptive Practice)	<p><i>Essex TPP statement</i></p> <p><i>'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors' p7 of TPP Handbook.</i></p> <p>See Essex infolink: https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/semh_related_training.aspx</p>	5
<p>Purchase of standardised diagnostic assessments.</p> <p>Use of Pira and Puma tests each term</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4
Develop the use of Maths Mastery across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
<p>Oral language interventions</p> <p>Employment of LSAs to carry out targeted interventions (Language Link (BW) and Fluency Project (LD))</p> <p>Purchasing of resources</p>	<p><i>EEF Oral language interventions</i></p> <p><i>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. Toolkit studies indicate that language interventions with frequent sessions over a sustained period may have a larger impact.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3,4, 5
All PP children have a love of reading and are successful readers.	https://readingagency.org.uk/about/impact/002-reading-facts-1/	3,4
Implementation of a DfE validated Systematic Synthetic Phonics programme (Supersonic Phonic Friends)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4

to secure stronger phonics teaching for all pupils. Newer support staff to attend CPD on Phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	
Pastoral Interventions and support <ul style="list-style-type: none"> - Colour monster - Happy 2Be - Mindful Mornings - Yoga - Art Therapy - Social thinking groups - Brilliant book - Massage in Schools (training) Extra-curricular clubs throughout the week to support SEMH Additional training to support wellbeing and SEMH: <i>Senior Mental Health training, Yoga qualification, Pet Therapy, EFT</i>	Bringing in the pastoral side of the curriculum, schools can provide activities and opportunities for students to learn more holistically to develop both resourcefulness and independence . These can be provided to make sure students learn things that aren't necessarily present in everyday lessons.	1,2,3,5
CPD to develop reading skills (Herts for Learning – EOKS1 – SF, CC, EM) (KS1 fluency project)	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency	3,4

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

Budgeted cost: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group sessions planned for and delivered by a teacher to address gaps across the curriculum	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. There is some evidence that collaborative learning approaches may benefit those with	3,4,5

	low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.	
Maths interventions and differentiation	https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	4
English Interventions and differentiation	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4
Recruitment of wellbeing Mentor HT to complete Senior Mental Health lead training (2022) Embed role of Wellbeing Ambassadors	https://www.mentally-healthyschools.org.uk/whole-school-approach/england/mental-health-services-for-schools-in-england/ https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1,2,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support and did not pass the Phonics screening	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4
Retention of teacher to oversee PPG and disadvantaged strategy Team (Beam Team) and work with individual children.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://www.unitysp.co.uk/pupil-premium/	1,2,3,4,5
CPD to develop role of sleep specialist in school	https://thesleepcharity.org.uk/ Sleep is an essential building block for your child's mental and physical health. But if you're finding it impossible to help your toddler sleep, you're not alone. The American Academy of Pediatrics ¹ estimates that sleep problems affect 25 to 50 percent of children and 40 percent of adolescents. Understanding their sleep needs is the first step towards providing better sleep for your children ² . Through a combination of sleep hygiene, age-appropriate routines, and close	1,2,4,5

	attention to any sleep disorders, you can help your child get the rest they need to grow up strong and healthy.	
Purchasing of IPADS/ ICT equipment for targeted support/programmes		
Purchasing of Nessy APP/lisences		
Targeted speech and language support for EYFS children		

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

Budgeted cost: £8719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of School Counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,5
Attendance and punctuality for PP children improves and is in line with school targets (96%).	https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/whygoodattendanceisimportant.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf	1,2
To use Kagan Structures across the school to enhance pupil engagement CPD for teachers to attend training.	Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations,	3,4,5

	and increased liking for self, others, and school.	
For children to develop their Social and emotional learning - Funded support for school visits and school trips	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Parental workshops (EYFS, Reading SEND etc) and informal coffee mornings to develop parent/school relationships and keep parents updated.	<p><i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions</i></p> <p><i>Talk to parents who are less involved about what support they would find helpful.</i></p> <p>Taken from: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1673448804</p>	1
Dedicated section in newsletter to keep parents updated.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1673448804	1, 5

Total budgeted cost: £83820

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 2021-2022 academic year.

Intended outcome	Impact
Parents feel included in their child's education and know how to support them at home, including with SEMH needs.	<p>Parents regularly access the support available.</p> <p>At Parents' Consultations, a survey was carried out re: parental engagement and satisfaction: 99% of our parents would recommend our school.</p> <p>A newsletter section and social media account provides parents with regular advice and information on how to support pupils at home. Parents regularly engage with these.</p>
<p>The attendance of all PPG children is at least 95%</p> <p>PPG children are punctual each day.</p>	<p>Attendance meetings have been held termly with parents and PPG attendance (March 2023) is 91%</p>
All children will develop confidence and resilience when communicating verbally.	<p>Children continue to build a range of strategies (toolkit) to use when feeling anxious or unfamiliar situations.</p> <p>They have used their performance opportunity to demonstrate their confidence (Christmas plays, summer show, Harvest) and this has been commented on by parents and visitors to the school.</p> <p>Pupils have been allocated a 'Champion' – a member of staff who will continue to support development of this throughout their school journey.</p> <p>Our PPG pupils had access to a variety of high-quality clubs and opportunities both in and out of school, including sports clubs and holiday clubs. These were funded from the PPG funds as needed and provided pupils with rich opportunities to develop both in terms of learning and SEMH skills.</p>
Children develop a love of reading. Their range of vocabulary	<p>Children continue to narrow the gap between the percentage of PPG and their peers; the amount achieving at least ARE in reading and writing has</p>

<p>and genre is reflected within their independent writing.</p>	<p>increased, especially in Y4-6. Where this hasn't increased, further support is being given, especially with SEND.</p> <p>PPG children speak positively about reading and writing and continue to develop their vocabulary and use of language through further support.</p> <p>The Reading Fluency Project has had a positive impact, as has Reading Mentors and opportunities to read with a therapy dog.</p>
<p>Pupils mental health and wellbeing are high profile; strategies are in place and used well across the curriculum.</p>	<p>Disadvantaged Champion has undertaken Trauma Perceptive Practice training (TPP). As a school, we regularly engage in mental health awareness campaigns and these are high profile throughout the year (World Mental Health Day, Children's Mental Health Week, Anti-Bullying Week, etc...).</p> <p>Children can talk confidently and openly about mental health and what this means. Our PSHE curriculum has positively supported this.</p> <p>School continues to work on Healthy school actions and move forward with Dementia Aware school status.</p> <p>Children know where to find help, especially in UKS2, and refer to this when needed.</p> <p>Mental health and wellbeing advice is signposted in our weekly newsletter and via our school social media account.</p>

Externally provided programmes

Programme	Provider
Language Link	Speech and Language
TPP	Essex CC
Accelerated Reader	Renaissance
Supersonic Phonic Friends	Supersonic Phonic Friends
Nessy licences	Nessy
Massage in Schools Programme	MISA
Reading fluency	Herts for learning