



# Pupil premium strategy statement 2021/2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	399
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	16/12/21
Date on which it will be reviewed	16/12/22
Statement authorised by	Heidi Blakeley
Pupil premium lead	Lyndsey Robertson/ Heidi Blakeley
Governor / Trustee lead	John Wood/ Cindy Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,315
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,801
<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	£62,031

# 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.

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	Parental Engagement
2	Attendance of Disadvantaged Children

3	Language, vocabulary and the wider experience of pupils and families, including building a love of reading and writing
4	Lower levels of attainment compared to non- Pupil premium children.
5	Lack of resilience and heightened anxiety in pupils; pupils mental health and wellbeing; SEMH and the impact of the Covid-19 pandemic related to these

## 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
Parents feel included in their child's education and know how to support them at home, including with SEMH needs.	Parents are aware of what resources the school has to support SEMH (school counsellor, wellbeing mentor) Parents access the support available.
The attendance of all PPG children is at least 95% PPG children are punctual each day.	Children in receipt of PPG are in school at least 95% of the time and on time. Any changes in attendance are addressed quickly.
All children will develop confidence and resilience when communicating verbally.	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)
Children develop a love of reading. Their range of vocabulary and genre is reflected within their independent writing.	PPG children achieved at least ARE in reading and writing. PPG children speak positively about reading and writing.
Pupils mental health and wellbeing are high profile; strategies are in place and used well across the curriculum.	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.
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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: £14872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4
<p>For NELI to be used as a whole class strategy within the Foundation stage to develop communication skills.</p>	<p>NELI is a <a href="#">Nuffield Foundation</a> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	3
<p>To develop the use of Whole class feedback to enhance pupil engagement and attainment.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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</p>	2,4,5

	feedback, effects are typically slightly smaller (+ 4 months).	
To develop the use of Maths Mastery across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
To use a range of Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3,4, 5
All PP children have a love of reading and are successful readers.	<a href="https://readingagency.org.uk/about/impact/002-reading-facts-1/">https://readingagency.org.uk/about/impact/002-reading-facts-1/</a>	3,4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  Newer support staff to attend CPD on Phonics.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  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:	3,4
Pastoral Interventions  - Colour monster - Happy 2Be - Mindful Mornings - Yoga - Art Therapy - Social thinking groups - Brilliant book	Bringing in the pastoral side of the curriculum, schools can <b>provide activities and opportunities for students to learn more holistically to develop both resourcefulness and independence</b> . These can be provided to make sure students learn things that aren't necessarily present in everyday lessons.	1,2,3,5

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

Budgeted cost: £42969

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Use of shine intervention to address gaps highlighted through the Pira and Puma termly tests</p>	 <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>There is some evidence that collaborative learning approaches may benefit those with 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.</p>	<p>3,4,5</p>
<p>To use Talk Boost to develop Speech and Language in EYFS and Year one.</p>	<p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p> <p>After participating in the Early Talk Boost intervention:</p> <p>65% of children reached expected levels in attention and listening (compared to 19% before), essential foundation skills for early communication and language, as measured by the I CAN tracker.</p> <p>72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the I CAN tracker.</p> <p>62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the I CAN tracker</p>	<p>3,4,5</p>
<p>Small group sessions planned for and delivered by a teacher to address gaps across the curriculum</p>	 <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>There is some evidence that collaborative learning approaches may benefit those with 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.</p>	<p>3,4,5</p>

Maths interventions and differentiation	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a>	4
English Interventions and differentiation	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3,4
Recruitment of wellbeing Mentor  HT to complete Senior Mental Health lead training (2022)	<a href="https://www.mentally-healthyschools.org.uk/whole-school-approach/england/mental-health-services-for-schools-in-england/">https://www.mentally-healthyschools.org.uk/whole-school-approach/england/mental-health-services-for-schools-in-england/</a> <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	1,2,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support and did not pass the Phonics screening	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3,4
Retention of teacher to oversee PPG and disadvantaged strategy Team (Beam Team) and work with individual children.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://www.unitysp.co.uk/pupil-premium/">https://www.unitysp.co.uk/pupil-premium/</a>	1,2,3,4,5
CPD to develop role of sleep specialist in school	<a href="https://thesleepcharity.org.uk/">https://thesleepcharity.org.uk/</a>  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 <a href="#">American Academy of Pediatrics</a> <sup>1</sup> 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 <a href="#">better sleep for your children</a> <sup>2</sup> . Through a combination of sleep hygiene, age-appropriate routines, and close attention to any sleep disorders, you can help your child get the rest they need to grow up strong and healthy.	1,2,4,5

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

Budgeted cost: 4031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of School Counsellor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,5
Attendance and punctuality for PP children improves and is in line with school targets (96%).	<a href="https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/whygoodattendanceisimportant.pdf">https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/whygoodattendanceisimportant.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</a>	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, and increased liking for self, others, and school.	3,4,5
For children to develop their Social and emotional learning - Funded support for school visits and school trips	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	

**Total budgeted cost: £61872**

## 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.

Throughout the lockdown period we set up a Wellbeing Team and provided many opportunities for our families to visit the school site to collect cookies, bubbles etc... there was a different focus each week. Regular phone calls as check ins and delivered hampers to our PPG families.

We also provided daily opportunities for our PPG families to collect a hot meal, which also provided us with regular opportunities to see how our families were doing. These opportunities really helped our community's mental health and had a really positive impact when they returned to school.

Regular online assemblies- whole school, year groups and class assemblies allowed us to talk about mental health and how people were feeling.

### Externally provided programmes

Programme	Provider
NELI	The Nuffield Early Language Intervention
Talk Boost	ICAN
Accelerated Reader	Renaissance
Shine	Rising stars
Supersonic Phonic Friends	Supersonic Phonic Friends