Abbey Hulton Primary Pupil Premium Strategy Statement

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	Abbey Hulton Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	50.5% PP 68% FSM
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024- 2025
Date this statement was published	12.12.24
Date on which it will be reviewed	12.12.25
Statement authorised by	Mike Bogg
Pupil Premium Lead	Charlotte Pearse
Governor / Trustee lead	Ian Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£1,645,245

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Hulton Primary School, it is our ambition that every child is proud to leave our school with the resilience, skills, knowledge and vocabulary to become life-long learners and with the integrity to become responsible and respectful citizens. The school places a strong emphasis on quality first teaching and learning, in order to meet the needs of all pupils, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to develop a strong foundation of English and Maths skills that are complimented with a broad, balanced and engaging curriculum. We believe in equal opportunities for all and that each pupils' cultural capital should be increased through additional classroom support and a range of extra-curricular activities and experiences. The school is committed to ensuring that we meet the social and emotional needs for each and every pupil, in a consistent, caring and nurturing environment, where all pupils feel safe. 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 or looked after/previously looked after) This plan is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key Principles of our strategy plan

A. Improving attainment and progress across all subjects in Key Stage 1 and Key Stage 2 and across Prime Areas and Literacy and Maths in EYFS.
B. Developing oracy, language and communication skills, including vocabulary.
C. Developing pupil's experiences and understanding of the world to close the cultural gap.
D. Improving attendance.
E. Enhancing parental engagement.

- Supporting social, emotional and mental health needs of pupils.

Our strategy also includes plans for improving pupil outcomes. This includes additional teaching hours (x 3 mornings a week) to support Greater Depth pupils in Year 6. This also includes continuing to fund Reading Squads in Reception and KS1 and SEND Phonics and Rapid Catch Up in KS2 to accelerate progress in Reading for all children who are below ARE.

Our approach will be responsive to common challenges and individual needs, based on accurate and regular assessments. To ensure our approaches are effective we will:

- Ensure that Reading is the highest priority for all children, across all subjects.
- Ensure disadvantaged pupils are challenged in the work set, across the curriculum
- Act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
A	**Attainment and progress across all subjects in KS1 and KS2 and across Prime areas in Literacy and Maths in Early Years needs to improve, particularly combined attainment.** <u>2023/2024:</u> Reception: • GLD 41% • Comprehension 48% • Word Reading 48% • Maths 48% <u>Year 1</u> • Phonics Screen 53% <u>Year 2</u> • Phonics Screen Retakes 56.3% • Reading 50% • Writing: 36% • Maths: 45% • Combined: 32% <u>Year 6</u> • Reading 58% • Writing 61% • Maths 64% • SPAG 58% • Combined 48% **Attainment in Reading needs to continue to improve** <u>Early Reading and Progress</u> • Reception: Comprehension 48% Word Reading 48% • Year 1: 53% • Year 2: 50% • Year 3: 58%

B	**Oracy, language and communication skills, including vocabulary are a barrier to learning.** Children enter the Nursery and Reception classes with underdeveloped oral language skills and vocabulary gaps. Nursery Early Communication Screen Autumn 1 2024 **92% below ARE** and **56%** of the cohort are **well below** (Red). **16% did not score** on the Early Communication Screen. The school is situated in an area of high deprivation where the vocabulary gap continues into KS1 and KS2. 70% of SEND pupils have SLCN identified as their primary need.
C	**Pupils knowledge and understanding of the world is limited by lack of experiences outside of school.** Opportunities outside school are limited. As a result, children experience difficulty to put learning into context and learn new vocabulary.
D	**Whole school attendance is below 96%** <u>Attendance Sept 2023 – July 2024</u> Whole school Attendance: 93.18% Pupil Premium Attendance: 91.83% (Non-PP 92.86%)
E	**Parental engagement** • Parents Evening attendance is, on average, 60% across the school • Home Reading is also on average, 60% across the school • Non-attendance with external agencies eg SaLT is high • Attendance at Early Reading Workshops (Autumn 1 2024) was 40%
F	**Many pupils have social, emotional and mental health needs due to deprivation and social context.** 18% of SEND have SEMH identified as their priority nee Autumn Term Referrals 2024 • Referrals to Mental Health Practitioner: 22 • Referrals to CAHMs: 5 • Inclusive Learning Services: 2 for SEMH

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
1. PP pupils will make the necessary progress they need to attain well	Quality first teaching and high-quality feedback is consistent across the school

across all subjects, unless SEND related to cognition and learning.	Accurate assessment information is used to identify gaps in learning/misconceptions to ensure children make good progress. Prior learning is frequently revisited to embed concepts in the long-term memory. Improved progress and outcomes in combined attainment at the end of EYFS (GLD) KS1 and KS2 Continue to improve outcomes in combined attainment at the end of KS2
2. Improvement in PP pupil's oracy, communication and language skills will be evident.	High quality early years provision and targeted interventions will continue to improve Communication and Language scores at the end of Reception. The teaching of vocabulary continues to be a priority in teaching across the school, in all subjects. Pupils will continue to perform/present in class assemblies and productions to improve oracy skills and confidence. All SEND children with an identified SLCN need are included in targeted interventions and SaLT programmes are followed to completion. The school will participate in the OCT OSAL (Opportunities for Speaking and Listening) project, starting with Year 4.
3. Accelerated progress will ensure that the low outcomes at the end of EYFS in Reading and Phonics have significantly improved by the end of KS1	Effective assessment and swift follow up actions ensures that all children make progress and target children make accelerated progress in reading and phonics by the end of KS1.
4. School experiences for PP pupils are enhanced through resources and environments both inside and outside the classroom to develop knowledge and vocabulary PP pupils will benefit from experiences /trips/visitors to develop cultural capital	Experiential learning will have improved vocabulary and increased knowledge. Musical/theatrical experiences will build cultural capital and increase confidence. The school will continue to participate in the City Songbirds and Recorder Festivals. Every year group participates in a minimum of two school visits per year. All children will participate in all the "OCT Adventures" by the end of Key Stage 2.

	School will continue to provide a daily After School Club, giving Pupil Premium priority.
5. Attendance of PP pupils will continue to be in line or above with overall school attendance	Attendance of PP pupils will be in line or above with overall school attendance
6. Parents will feel engaged and empowered to support learning.	Parents/carers are kept informed of their child' progress through termly Parent Consultations, half-termly reports and annual end of year reports. Parent Workshops are well planned and well attended. The school website is up to date and accessible for parents including individual class pages. Class staff use Class Dojo to communicate with parents/carers, regularly and consistently.
7. PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour	The school provides free Breakfast Club places and Meet and Greet for children with identified needs. The school offers a range of social and emotional interventions, including the Zones of Regulation, Lego Therapy, Sensory Circuits and 'Let'sTalk about Friendship" and "Let's Talk about Self-Esteem." Pupils with specific needs can be referred for group and/or one to one sessions with an NHS Mental Health Practitioner.

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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher in Y6 (£23,544) (DHT) x 3 mornings (Targeting Greater Depth)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	A

Classroom support x 6 TAs (£79,000) (PP top up will ensure full time TA in KS1 and a TA in every class in KS2)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit? There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	A, B, F
Use of Ka-pow Curricu-lum (£1600) will ensure clear pro-gression in skills, knowledge and vocabu-lary in His-tory, Geog-raphy, Sci-ence, Art and D&T	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	A, B, C
CPD (£4,500) is linked to school needs and priorities as identified on SDP and all staff improve and develop. School is able to retain strong staff and recruit high calibre staff.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development	A,

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Lead (£17,027) DHT x 1 days (Restorative Practice/Supporting staff/working with children)	Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	F
Additional Apprentice in Nursery (£10,548) and additional support (£18,240) to support Communication and Language Development	https://d2tic4wvo1iusb.cloudfront.net/documents/toolkit/EEF-Toolkit-guide.pdf?v=1669324891	B

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

Budgeted cost:

Activity	Evidence that supports this approach	Chal num addr
Attend-ance and Punctual-ity Officer x 2 days (£39,859)	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	D
Pupil Support x 2 days (see above)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	E, F

Parent Support x 1 day (see above)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	E,F
Breakfast club - free places (£3,000)	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	E, F
Music SLA (£4500) will give children musical experi-ences thus in-crease opportu-nities to close the cultural gap	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	A,C
Subsidy for Edu-cational visits/visi-tors/expe-riences (£15,000)	• Progressive planning for experiences (building up to overnight residentials) will build resilience • Educational visits/visitors will improve vocabulary and give children the opportunity to apply taught vocabulary in wider contexts • Educational visits will improve general knowledge and cultural capital	C
Wellbeing rewards, personal clothing, resources (£325)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	F

Total budgeted cost: £195,274

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.

EYFS

Nursery: Time to Talk/Nuffield

9 children identified as 'Red' in Autumn Term 2024. 4/9 made accelerated progress. 2/4 were PP:

	Baseline Sept 2023	July 2024
Child A	**2**	**6**
Child B	**1**	**8**

Reception

The school was below the LA and national at the end of Reception in Communication and Language

- Listening and Attention: School 61% (LA 77% National 81.6%)
- Speaking: School 48% (LA 77.2% National 82.3%)

Nuffield Communication Screen results

12/13 PP pupils progressed from Red to Amber, Amber to Green or maintained Green.

Early Communication Screen results,

11/13 PP pupils progressed from Red to Amber, Amber to Green or maintained Green.

KS1

Year 1

Phonics:

End of Reception 2023: 45.8% GLD (Comprehension 67% Word Reading 58%)

End of Year 1 2024: Phonics 53% and 60% Reading ARE

Pupil Premium 53% of cohort

Pupil Premium Phonic passes: 9/16 (56%)

Non-Pupil Premium phonics 17/14 (50%)

Year 2

Phonics

End of Year 2 2024: 56.3%

Pupil Premium 52% of cohort

5/16 Retakes were PP (31%)

Pupil Premium passes: 40% (2/5)

Non-Pupil Premium passes: 60% (3/5)

Reading

End of Year 2 2024: 50%

Pupil Premium 15/25 60% of cohort

Pupil Premium: 40% (6/15) ARE

Non-Pupil Premium: 60% (6/10) ARE

KS2

Reading:

End of Year 6 2024: 58% (GD 16%)

Pupil Premium 26/31 84% of cohort

Pupil Premium: 14/26 54% (GD 3/26 12%)

Non-Pupil Premium: 4/5 80% (GD 2/5 40%)

Writing

End of Year 6 2024: 61% (GD 6%)

Pupil Premium

Pupil Premium: 15/26 58% (GD 1/26 (4%)

Non-Pupil Premium: 4/5 80% (GD 1/5 20%)

SPAG

End of Year 6 2024: 58% (GD 26%)

Pupil Premium

Pupil Premium: 14/26 54% (GD 5/26 19%)

Non-Pupil Premium: 4/5 80% (GD 3/5 60%)

Maths

End of Year 6 2024: 64% (GD 6%)

Pupil Premium: 16/26 62% (GD 1/26 4%)

Non-Pupil Premium: 4/5 80% (GD 1/5 20 %)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Extra-curricular After School Clubs: KS1: Multi Skills and Fundamental Movement Skills (x 1 hour per week) KS2: Multi Sports (x 1 hour per week)	Bee Active

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	