

## Pupil premium strategy statement

### School overview

Detail	Data
School name	Abbey Woods Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sophie Charter
Pupil premium lead	Samantha Lindsay
Governor / Trustee lead	Sam Coy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,105
Recovery premium funding allocation this academic year	£10,585
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	£111,690

## Part A: Pupil premium strategy plan

### Statement of intent

Our CARE values of Community, Aspiration, Respect and Equality are the focus for supporting those most disadvantaged in our school. These values shape what happens every day, in every classroom in our school so that every child has a rich and rewarding experience that makes them feel valued as individuals

Our whole school approach combined with highly focused support for those who need it, will ensure that our pupils are able to grow into successful, lifelong learners.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Sitting parallel to this, we place a high emphasis on pupils' welfare, supporting their social and emotional needs along with working to identify barriers to learning.

Children are at the centre of the learning process, involving all stakeholders including parents is essential in closing learning gaps. Engagement with families is a priority, to allow us to support and provide the environment where our pupils can grow and develop and reach their full potential.

Our strategy is based on ensuring best practice, using national and international research as drivers for how funding is allocated to support teaching and learning. In addition, we want the greatest impact in pupil's academic, social and emotional outcomes.

### Challenges

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

Challenge number	Detail of challenge
1	On entry attainment to the EYFS for pupil premium children is typically below the expected level. Given their lower starting points, children require carefully targeted support to enable them to make accelerated progress and to 'keep up' with their peers. Achievement in RWI Phonics is a specific focus as reading is a key skill that is required to unlock other learning potential. for reading
2	Oral language skills are poor amongst many of our pupil premium pupils. Of pupils entitled to the pupil premium in Reception (2021), 100% were below the expected standard for speaking, listening, attention and understanding and comprehension.
3	Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Some children struggle with the social aspect of school. many require support with their emotional literacy, e.g. building friendships and appropriate relationships along with developing effective strategies to manage their feelings when things are not going their way.

5	Attendance continues to be a concern for our pupil premium children. Typically, on average, pupil premium children’s attendance is low compared to that of their peers. For the academic year 2021-2022 attendance for pupil premium children was 88.7% compared to 95.4% for their peers. For children entitled to pupil premium, it is vital they are in school to benefit from the support being provided.
---	---

### 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
Improved attainment in core subjects for pupils in receipt of the PPG.	PP pupils will achieve the expected standard in the phonics screening check (Y1) and will make accelerated progress in core subjects to keep up and close the gap in attainment between them and their peers
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significant improved oral language among disadvantaged pupils. this is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 writing outcomes in 2023/2024 show that more than 75% of disadvantaged pupils met the expected standard.
Children will know how to interact with their peers and adults with an ability to manage their own feelings and behaviours. parent will feel supported in ways to support their children	PP pupils to make accelerated progress in PSE in EYFS. PP pupils in KS1 and KS2 will make progress in their QCA Behaviour Assessment and will therefore reach targets in core subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rates will have improved, particularly for PP pupils.

## 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: £43,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD input into pedagogy and subject knowledge.</p> <p>Cognitive theory, Metacognition and Memory (CTMM) training</p> <p>Instructional Coaching</p>	<p>CTMM is known as a flagship programme for teacher development. It is ambitious in scale with delivery planned to use every evidence based lever of effective professional development.</p> <p>Cognitive Load theory: Sweller, J. and Chandler, P., 1991. Evidence for cognitive load theory. <i>Cognition and instruction</i>, 8(4), pp. 351-362</p> <p>Instructional coaching is Individualised, Intensive, Sustained, Context-specific, Focused, Encourages self-reflection. According to research, promising outcomes for the improvement of teaching practice, and subsequent academic gains for students.</p> <p>There is a very real benefit that instructional coaching contributes by retaining and sharing with the whole school all the knowledge and skills that experienced teachers have gained over their careers, ensuring that improvement efforts are school-wide thereby changing school culture. Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment.</p> <p>When teachers’ learning is based on their own practice and they receive opportunities for reflection, feedback, support and instruction in a collaborative partnership fashion from trained coaches with no line management relationship, they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p><a href="http://cpdonline.co.uk">Instructional Coaching   Strategies, benefits &amp; types of coaching (cpdonline.co.uk)</a></p>	<p>1, 2, 3</p>

Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement high impacts on reading:  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Monitoring and coaching and continued training of Read, Write Inc to secure stronger phonics teaching for all pupils. Continuation of phonics scheme for KS2 pupils where appropriate.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="https://www.educationendowmentfoundation.org.uk/phonics-eeef">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1
Monitoring, coaching and continued training to improve writing.	<a href="https://www.educationendowmentfoundation.org.uk/the-eeef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1-eeef">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-eeef">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £43,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA 0.6 to deliver ELSA intervention programme.	“There has been consistent feedback from schools across the UK that the introduction of ELSA’s has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school- socially, emotionally and academically.”  <a href="https://www.oxfordshire.gov.uk/elsa-flyer-general-2020.pdf">elsa flyer general 2020.pdf (oxfordshire.gov.uk)</a>  <a href="https://www.elsanetwork.org.uk/research">Research – ELSA Network</a>	4

RWI 1:1 tuition	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
0.5 TA time to support Disadvantaged catch up in KS2.	1:1 and group support. The additional TA support sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.'  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
TA support in classrooms to deliver support and intervention for PP children.	Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by intervention leader and impact of each intervention will be measured. The additional TA support sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.'  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
Run appropriate language focused interventions to support pupils at risk. Utilise interventions that are most fitting for age/stage of pupils. 'WellComm' 'Nuffield Early Language Intervention' (NELI)	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (HSLW) to act as a point of contact in school for families in need of support and support parents in building resilience and	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	4,5

<p>independence in accessing support and participating in school and community life. ( building cultural capital)</p>	<p>The DFE guidance states that '<i>Improving attendance is everyone's business</i>' and that we should all work together.</p> <p><a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a></p>	
<p>Regular communication: Newsletters, twitter, Parent Hub, Emails</p>		
<p>Practical support such as trips, uniform, food vouchers.</p>		

**Total budgeted cost: £111,690**

## 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.

Results are not being used to hold schools to account. However, the school continued to use NTS assessments alongside other assessments for phonics to produce accurate end of year outcomes for PP children for 2021-2022.

Through the strategies applied last year, progress was made toward end goals with a large number of pupils making progress.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exclusions	0	0	0	0	1 PEX		0
Phonics			83%				
Reading	50% GLD	63%	50%	57%	52%	59%	84%
Writing		79%	38%	43%	33%	41%	65%
Maths		74%	54%	57%	41%	64%	74%

ELSA support was needed as was the role of the Home School Link Worker. Both interventions improved attendance and school engagement.

### 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
Synthetic phonics programme	Read Writ Inc
Reading	Oxford Reading Owl
Additional Phonics	Ruth Miskin
Maths fluency	Times table Rockstars Maths No Problem
EYFS Assessment Tool	Tapestry
KS1 and KS2 Assessment Tool	NTS Assessments
Music Education Program	Charranga
SEND support programmes	Clicker 8



Curriculum support	Rising Stars Kapow Jigsaw (RE & PSHE)
Safeguarding and Behaviour	CPOMs

### 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?	No service pupil premium
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*