

Pupil premium strategy statement

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	Abbots Green Academy
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Nov 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Ang Morrison Rod Marsh
Governor / Trustee lead	Jenna Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78750
Recovery premium funding allocation this academic year	£8470
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	£87220

Part A: Pupil premium strategy plan

Statement of intent

At Abbots Green it is our ambition that every child reaches their potential.

As a school we foster a culture of thriving individuals; it is integral to our vision and values that all pupils have a sense of belonging, in an environment where we believe all children succeed amongst their peers.

As a school, our Evergreen Nursery recognises our investment in our children and families from the age of two years old. It is within the EYFS that we ignite relationships, a school built on interaction thus empowering one another through a strong sense of belonging.

We're incredibly proud of our rainbow provision which further encapsulates the need for early intervention strategies to support all our children and their families. As a school, we commit to working in partnership with our families to ensure relationships with the school are positive and supportive through an open door policy that can deliver at a time of need.

Being a growing school, it is our aim to work beyond the expectations of the school day to develop enrichment opportunities for all our pupils. We ensure that we identify our children beyond those who are pupil premium and have filters in place to identify vulnerability in a range of ways.

It is the culture of expectation that all will achieve through high quality teaching with an understanding of children's emotional and social needs at the core of the school. We therefore ensure that we assess our children beyond the school curriculum, as people who need to be confident in themselves to learn beyond their time in Abbots Green.

Challenges

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

Challenge number	Detail of challenge
1	Our EYFS data, from Nursery and Reception and observations of our disadvantage children identify gaps in early spoken language; limited language and experiences therefore impact on wider areas of learning.
2	It is evident through learning walks and book studies that our most vulnerable pupils need further vocabulary exposure and understanding to access learning across the

	curriculum. This is a barrier in being able to access learning to ensure that they can meet their potential in line with that of their peers.
3	Using Boxall profile, it is evident that our most vulnerable children have significant gaps in their emotional and social development. The impact of this is observed in learning behaviours, attendance in school and through enrichment provision.
4	<p>Our attendance, lateness and commitment from parents from our disadvantaged families highlights the importance of positive relationships and building bridges of support to ensure transition into school as well as raise expectations throughout their time in school. At Abbots Green, we can identify the impact of our nursery children who obtain early intervention prior to starting school.</p> <p>Within our school 53 pupils (48% of these are PP) are identified (through Boxall) as needing additional support with social and emotional needs, with 33 currently receiving small group interventions. Since the pandemic, and our understanding of young carers, teacher referrals for support has increased with currently a further 8 children accessing additional support.</p>
5	<p>Our data highlights the significant gap in our disadvantaged readers, this is evident in our PIXL assessments and monitoring of reading habits. This gap is also reflected in maths and writing. As we look explicitly at gaps in our early phonics tracking, pupils who have not received early phonics teaching at Abbots Green are less likely to be on track or attaining as highly as their peers.</p> <p>Our biggest challenge, is to decrease the gap between PP/ Non PP in all year groups.</p>

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
<p>To ensure that all disadvantaged pupils are working within their developmental milestones for their spoken language, with intervention to support this.</p> <p>EYFS provision will enhance the early language development to ensure that children are working within their developmental milestones</p>	<p>Our Evergreen pupils will be working within their developmental milestones for their early language development. Where gaps are found, I can (Nursery) and NELI will be used to narrow the gap.</p> <p>Pupils who access Evergreen Nursery will be school ready- showing significant progress during their pre school education. (EEXAT)</p>
Disadvantaged children will be observed using tier 2 and 3 vocabulary as part of their learning across the curriculum, and as part of focussed book study monitoring sessions.	Book studies will celebrate our pupils' pride in their learning through the use of tier 2 and 3 vocabulary.
Disadvantaged pupils at Abbots Green will make progress emotionally and socially to support them	Abbots Green will effectively identify our most of vulnerable (20%) to ensure that progress is monitored and evident

with growing as an individual in line with their peers, this will be evident on our Boxall profile	academically but also measured emotionally. Boxall profile will demonstrate progress of pupils emotionally and socially- case study evidence.
Parents from disadvantaged backgrounds or who AG identify as vulnerable will engage positively with the school to support learning at home and therefore improve attendance	Early intervention will be identified and captured through the Rainbow team to support individual families. AG will continue to deliver parenting course to support families in need. (Development of the AG early help offer in collaboration with the wider community) The attendance of our vulnerable pupils will be in line with our whole school data, with a minimum of 96%.
The Abbots Green ethos will be at the core of the school, ensuring that the quality of teaching and learning is intuitive to the individual needs of every child to ensure all children thrive.	Teaching will consistently be highly effective throughout the school ensuring that our disadvantaged pupils make progress across the curriculum.
The quality of teaching and learning at Abbots Green will ensure that our most vulnerable (lower 20%) children are scaffolded to ensure that expectations are met	Disadvantaged pupils will access learning across the curriculum from a supported starting point/ scaffolding to ensure progress within the lesson. Attainment gap reduced by 20%

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: £ 10,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop high quality speech and language interventions within EYFS including I can in Nursery and NELI in Reception	https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_searchh&search_term	1

Pre teaching from Year 1-6 upwards to scaffold teaching for our most vulnerable pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Year 5/6 intervention support for delivery of provision for those children who are SEN as well as PP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Embedding high quality teaching of Tier 2 and Tier 3 Vocabulary across the curriculum in KS1 and KS2. This will include professional development, coaching and teacher release time working with senior leaders. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

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

Budgeted cost: £ 30,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rainbow Hub	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	4
Develop consistency of teaching of early reading and phonics particularly within lower KS2, this will include purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, in phonics teaching to support catch up interventions	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	5
Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf	5
Additional LSA support within EYFS to maximise early speech and language	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

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

Budgeted cost: £ 46,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop the opportunities and enrichment activities that are accessed by our vulnerable pupils. Including or Abbots Green 50 opportunities	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment	2
Free breakfast club within our rainbow provision	https://educationendowmentfoundation.org.uk/projects-and/evaluation/projects/national-school-breakfast-programme/	4
Rainbow hub- parental workshops	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	4
Additional EYFS funded session AG	A Fair Start? Equalising access to early education - Sutton Trust	1
Boxall profile	https://www.nurtureuk.org/sites/default/files/now_you_see_us_executive_summary.pdf	2

Total budgeted cost: £ 87,220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Since March 2020 education has been dominated by the Covid-19 pandemic. Prolonged periods of remote learning have had a profound impact on the ability of schools to implement the actions and strategies designed to meet the needs of disadvantaged pupils. The situation has been no different at Abbots Green and as a result, it has not been possible to implement and evaluate all planned strategies. At Abbots Green however, we have ensured that our vision and values support our tiered approach for the greatest impact on all our pupils.

The strategies used include:

Teaching:

- A commitment our the EYFS curriculum to build the foundations for learning
- A united approach to the Abbots Green vision and values throughout the school with high quality teaching in every year group, with relationships at the core
- Development of the Bury teaching hub- providing the school with opportunities to develop teaching and leadership skills throughout the school
- A consistent approach to teaching reading, writing and maths to ensure maximum progress for all
- A developing whole school curriculum to scaffold the ethos and vision of the school
- Growth of Oracy / vocabulary expansion within the long term Curriculum from Nursery to Year 6
- The Abbots Green 50 is used as to further develop Curriculum opportunities throughout the school

Targeted Support

- Focussed phonics booster sessions for KS1 children (phonics train sessions) with the development of catch up in Key Stage 2
- Emotional Literacy Support Assistant for all children needing emotional, mental health support
- Early Language support for EYFS pupils to support early language development
- National tutoring for identified groups in target year groups

Wider Strategies

- Development of Rainbow provision throughout the school for parents and pupils
- Free daily breakfast club for pupil premium pupils
- Lunch time nurture and provision for vulnerable pupils
- Trauma trained staff throughout the school
- Subsidised trips, visitors, clubs and school uniform, Year 5/6 revision books
- Specialised staffing to support Emotional and Social Needs including, school nurse, Family Support Worker
- Development of the Early Years provision/ Evergreen Nursery
- Mr Cole- high quality music teaching to support well-being and mental health
- Sports Coaching- high quality PE provision throughout the school
- Highly effective communication (mobile phone accessibility for families in need)

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
ELKLAN	
NELI	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Over the past 24 months, Abbots Green has worked in collaboration with CTSN to develop host the teaching hub. This provision supports the vision of the school enabling teachers to work alongside trainee teachers to develop opportunities for middle leadership throughout the school, developing culture of expertise and belief in all that we do for our pupils.

The Abbots Green curriculum is built upon a modular approach to allow enrichment opportunities as part of the sequence of learning. Our Go Global episodes challenge our pupils but also expose our children to enrichment opportunities to ensure retrieval of our knowledge to become 'a little more expert'. It is our intention that all our pupils will thrive through this approach to learning.