

Pupil premium strategy statement – Abbey Hey Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

At Abbey Hey Primary Academy, we believe all pupils should make good progress and achieve their potential across all subject areas. Our pupil premium strategy is to support pupil premium pupils to be the best that they can be.

Quality-first teaching is the driver of our approach with a focus on the areas in which disadvantaged pupils require most support. Research shows that this has the greatest impact on closing the disadvantaged attainment gap.

We have a robust process that starts with assessment, analysis of the assessment to find gaps in learning, structured changes to curriculum pedagogy and scaffolding learning to maximise pupils' accelerated learning.

To ensure the process is effective, all staff take responsibility for disadvantaged pupils and have high expectations of what they can achieve.

School overview

Detail	Data
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr P. Graham Executive Principal
Pupil Premium Lead	Mrs V Chadderton
Governor / Trustee lead	Mrs C Horton - Hale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£563,179
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£563,179

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	The number of children arriving at Abbey Hey with lower-than-average development in speaking and listening therefore impacting phonics.
2	Attendance of Pupil Premium children
3	The number of children achieving ARE in Mathematics
4	The number of children achieving ARE in Writing in KS2
5	The number of children achieving combined (RWM) at the End of KS2 (Project 80+)

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. Increase the proportion of pupil premium children in Year 1 and Year 2 passing the phonics screening test.	All targeted pupil premium children in Year 1 and year 2 pass the phonics screening assessment in Summer 2023
2. Increase the attendance of pupil premium children	To reduce the number of Pupil Premium children who are persistently absent so that it is more in line with national at 20%.
3. To increase the proportion of pupil premium children achieving ARE in Maths	All targeted pupil premium children achieve ARE in maths by the end of the year.
4. To increase the proportion of pupil premium children achieving ARE in Writing across Key stage 2	All targeted pupil premium children in Years 3 – 6 achieve ARE in Writing by the end of the year.
5. To increase the proportion of pupil premium children achieving ARE in Reading, Writing and Maths across Key stage 2	All targeted pupil premium children in Years 3 – 6 achieve ARE in Reading, Writing and Maths across Key stage 2

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: £ 137,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue subscribing to RWI synthetic phonics for reading and train all TA's and teachers to deliver this, including any additional training throughout the year.</p> <p>Deployment of highly trained staff to deliver phonics lessons to appropriately grouped children.</p>	<p>This highly-structured synthetic phonic programme enables children to rapidly decode and read English.</p> <p>It also takes a highly structured approach to teaching children how to spell with automaticity which helps with the writing process.</p>	<p>Challenge 1</p>
<p>Deployment of Phonics leads to team teach in phonics lessons.</p>	<p>Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.</p>	<p>Challenge 1</p>
<p>Deployment of Oracy lead to continue to train teachers and TAS to model high quality speaking</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to</p>	<p>Challenges 1, 3, 4 and 5</p>

and listening practice.	learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	
Instructional coaching – SLT member to coach and train coaches. Middle leaders to be deployed to coach teachers.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.	Challenge 3, 4 and 5
Retaining high quality PPA cover teachers.	Research shows that, the difference between a very effective teacher and a poorly performing teacher is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher (Sutton Trust Sept 2011).	Challenges 1, 3, 4 and 5

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

Budgeted cost: £236,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide focused 1:1 and small group teaching in Reading, Writing and Maths	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)	Challenge 3, 4 and 5
<p>Use data to identify target children for interventions by class teacher and school leaders.</p> <p>TA's deployed to deliver appropriate Reading, Writing and Maths Interventions under the guidance of teachers.</p>	<p>Research shows that targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>The interventions link directly to teacher assessments and pupil progress meetings.</p>	Challenges 3,4 and 5
Subscription to Learning with parents	<p>Research shows that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>The gap between poor children and their peers has grown further since the pandemic. Schools are doing their best to close</p>	Challenges 5

	<p>it but they cannot do it alone.</p> <p>The Learning with Parents programme is all about making it easy and fun for parents and children to learn together.</p>	
Continue subscribing to Spelling Shed/Letterjoin	<p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Writing is a physical task as well as an intellectual one. 'Transcription' refers to the physical skills involved in writing and the skill of spelling words correctly. Pupils must learn to form letters and spell words correctly, start to write in joined-up handwriting when appropriate, and use a keyboard.</p>	Challenge 4
Deployment of SLT to support catch-up and keep up for the academic year.	Research shows that Catch-Up is effective in supporting pupils to fill gaps, provide pre-learning, post- learning and focused 1:1 feedback and support.	Challenges 3,4,5
<p>Delivery of Wellcomm in EYFS.</p> <p>Wellcomm Subscription</p>	<p>Research has shown the highly- structured, small-step interventions accelerate children's learning and fills the gaps enabling them to better succeed in the classroom</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p>	Challenge 1
Delivery of bespoke SEN/EHCP interventions following advice from wider professionals	Research has shown the highly- structured, small-step interventions accelerate children's learning and fills the gaps enabling them to better succeed in the classroom.	Challenge 3, 4 and 5

	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	
Subscription to Learning by Questions intervention	Research shows that intensive focussed interventions enables learners to make accelerated progress. Learning by Questions identifies key areas of need and delivers questions to practice these areas. The programme supports and prompts children to aide their learning and provides teachers feedback to provide further input and intervention.	Challenge 3 and 5
Delivery of bespoke EAL interventions following advice from speak and language expert.	Research has shown the highly- structured, small-step interventions accelerate children's learning and fills the gaps enabling them to better succeed in the classroom.	Challenge 4
Delivery of bespoke Speech and Language interventions following advice from speak and language expert.	Research has shown the highly- structured, small-step interventions accelerate children's learning and fills the gaps enabling them to better succeed in the classroom.	Challenge 4

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

Budgeted cost: £ 185,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Support time to ensure enhanced attendance and well-being for disadvantaged children (For example: meet and greet on gate, wake up calls, collection and drop off of children, attendance meetings and monitoring.)	Research shows that when there is dedicated time given by a person with a consistent approach working with a disadvantaged child and their families/carers the building of a strong relationship means that attendance and well-being is boosted.	Challenge 2
Access to extracurricular activities	<p>Extracurricular activities are an important part of education in its own right.</p> <p>Benefits are gained from exposing children to new experiences which an increase interest and engagement in subject matter to cultural enrichment that pupils might not get a home.</p> <p>Pupils who take part in learning outside the classroom improves their standard of work and increases confidence and self-esteem. - OFSTED</p>	Challenge 1-5
Funded Breakfast club	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	Challenge 1-5

Communicating and Supporting parents , both formal and informal, for parents' mental health and well-being.	Research shows that if parents have good mental health then they have more capacity to support their child's learning through providing a safe, consistent and supportive home environment.	Challenge 1-5
Attendance activities to promote improved attendance of pupil premium children.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). (EEF)	Challenge 2

Total budgeted cost: £ £563,179

Contingency £4,827

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium (PP) attendance has shown consistent improvement year on year, increasing from 92% in the academic year 2022/23 to 93% in 2023/24. This reflects the school's ongoing commitment to supporting attendance and engagement for disadvantaged pupils.

In Year 1, the attainment of Pupil Premium children in phonics has also improved year on year, rising from 63% in 2022/23 to 69% in 2023/24. This demonstrates the positive impact of targeted interventions and high-quality teaching.

The attainment of Pupil Premium children in reading, writing, and mathematics continues to improve across Key Stage 2. Incremental gains are being achieved each academic year within the consistent cohort of PP children, highlighting the sustained efforts of staff to close attainment gaps. Regular Pupil Progress meetings involving middle and senior leaders play a critical role in identifying PP children who require additional support, enabling tailored interventions to provide the necessary boost for their progress.

Oracy is now becoming deeply embedded within the teaching and learning culture at Abbey Hey. This focus on developing pupils' spoken language skills is significantly enhancing outcomes, not only in core subjects but also across the wider curriculum. Pupil Premium children, in particular, are benefitting from explicit teaching in how to speak like subject specialists, such as geographers and historians. This emphasis on oracy ensures they are equipped with the language and confidence to succeed in both academic and social contexts.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI	Ruth Miskin
Voice21	Voice 21
Spelling Shed	Education Shed Ltd
Letter-join	Letter-join
SHINE	Rising Stars
Mathletics	3P learning
Conquer Maths	Generic Maths LTD
Bedrock Learning	Bedrock Learning
BLAST (Boosting Language Auditory Skills and Talking) Programme	BLAST

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.

