

## 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	659
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£521,242
Recovery premium funding allocation this academic year	£45,420
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£566,662

## 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	Review – Summer 2024																																								
1	The number of children arriving at Abbey Hey with lower-than-average development in speaking and listening therefore impacting phonics.	<table><tr><th>GLD</th><th colspan="3">2022/2023</th><th colspan="3">2023/2024</th></tr><tr><th></th><th>Autumn</th><th>Spring</th><th>Summer</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr><tr><td>All</td><td>39%</td><td>52%</td><td>65%</td><td></td><td></td><td>77%</td></tr><tr><td>PP</td><td>38%</td><td>55%</td><td>63%</td><td></td><td></td><td>69%</td></tr><tr><td>NPP</td><td>39%</td><td>50%</td><td>68%</td><td></td><td></td><td>90%</td></tr></table>						GLD	2022/2023			2023/2024				Autumn	Spring	Summer	Autumn	Spring	Summer	All	39%	52%	65%			77%	PP	38%	55%	63%			69%	NPP	39%	50%	68%			90%
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Children in 2023-2024 Year 1 cohort made accelerated progress with 83% passing compared to 70% target. This is due to targeted intervention.																																										
Needs more spiel – summarise what you have written in the relevant challenge sections below.																																										

2	Attendance of Pupil Premium children		Autumn Term 2022	Spring Term 22/23	Summer Term 22/23	Autumn Term 2023	Spring Term 2023	Summer 2023	Summer 2024
		Whole school attendance	92.2	92.8	92.3		92%	92.2%	93.4%
		Whole school PA	28	25	30		28	30	22
		PP attendance	91.7	91.8	92		91.8%	92%	93%
		Non PP attendance	92.8	94.4	92.6				93.8%
		PP PA	29	29.8	33		30	33	26.7
		Non PP PA	27	17.4	27				19
		spiel							

3	The number of children achieving ARE in Mathematics in year 5 and 6							
		<b>Year 5</b>	2022/2023			2023/2024		
		Maths	Autumn	Spring	Summer	Autumn	Spring	Summer
		All	66%	74%	75%			86%
		PP	60%	70%	70%			84%
		NPP	80%	80%	85%			90%
		<b>Year 6</b>	2022/2023			2023/2024		
		Maths	Autumn	Spring	Summer	Autumn	Spring	Summer
		All			82%			80%
		PP						76%
		NPP						87%

4	The number of children achieving ARE in writing in KS2	<b>Writing Year 3</b>	2022-2023			2023-2024		
			Autumn	Spring	Summer	Autumn	Spring	Summer
		All	60%	61%	64%			63%
		PP	56%	60%	60%			64%
		NPP	64%	62%	70%			64%
		<b>Writing Year 4</b>	2022-2023			2023-2024		
			Autumn	Spring	Summer	Autumn	Spring	Summer
		All	71%	72%	69%			63%
		PP	67%	67%	65%			58%
		NPP	79%	85%	77%			69%
		<b>Writing Year 5</b>	2022-2023			2023-2024		
			Autumn	Spring	Summer	Autumn	Spring	Summer



		<table><tr><td>All</td><td>57%</td><td>55%</td><td>56%</td><td></td><td></td><td>61%</td></tr><tr><td>PP</td><td>49%</td><td>48%</td><td>48%</td><td></td><td></td><td>60%</td></tr><tr><td>NPP</td><td>67%</td><td>67%</td><td>74%</td><td></td><td></td><td>63%</td></tr></table>							All	57%	55%	56%			61%	PP	49%	48%	48%			60%	NPP	67%	67%	74%			63%																				
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5	The number of children achieving combined (RWM) at the End of KS2 (Project 80+)	Year 6 Combined data.  2022/2023: 73%  2023/2024: 71%

## 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	EOY 22/23	T3	Success criteria
1. Increase the proportion of pupil premium children in Year 1 and Year 2 passing the phonics screening test.	22/23 Phonics scores Year 1: 88%  Target: 80%	23/24  Year 1: 83%  Target: 70%	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	91.8%	93%	To reduce the number of Pupil Premium children who are persistently absent so that it is more in line with national at 17.2%.
3. To increase the proportion of pupil premium children	Year 5: 70%	Year 5: 84%	All targeted pupil premium children in Year 5 and year 6 achieve ARE in maths by the end of the year.

achieving ARE in Maths in Year 5 and year 6	Year 6: 79%	Year 6: 84%	
4. To increase the proportion of pupil premium children achieving ARE in Writing across Key stage 2	Year 3: 60% Year 4: 67% Year 5: 50% Year 6: 65%	Year 3: 64% Year 4: 58% Year 5: 60% Year 6: 69%	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	Year 3: % Year 4: % Year 5: % Year 6: %	Year 3: 62% Year 4: 54% Year 5: 59% Year 6: 67%	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: £ 197,103

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed	Impact
<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>RWI Subscription and training: £5,000</p> <p>Resources: £3,000</p> <p>Staffing: £37,356</p>	Challenge 1	The attainment of in Year 1 for PP children in phonics has increased year on year from 63%(2022/23) to 69%(2023/24)
Deployment of Phonics leads to team teaching in phonics lessons.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.	Staffing: £22,341	Challenge 1	The attainment of in Year 1 for PP children in phonics has increased year on year from

				<p>63%(2022/23) to 69%(2023/24).</p> <p>Monitoring shows that coaching and team teaching has had impact on the effectiveness of phonics teaching particularly for support staff. <b>Mention RWI external feedback.</b></p>
<p>Renew Voice 21 Oracy programme and train all TA's and teachers to deliver this.</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 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>Voice 21: Subscription: £2575 Training/Staffing: £57,655</p>	<p>Challenges 1, 3, 4 and 5</p>	<p>Oracy is now part of core and wider curriculum subjects.</p> <p>Children are becoming better speakers and listeners.</p> <p>Children are developing those skills linked to the Oracy Framework at a younger age.</p>
<p><i>Introduction of Instructional coaching –</i></p>	<p>Research shows that supporting continuous and sustained CPD</p>	<p>Staffing: £36,572</p>	<p>Challenge 3, 4 and 5</p>	<p>Instructional coaching has become an</p>

<p><i>SLT member to coach and train coaches.</i></p> <p><i>Teaching and Learning leaders to be deployed to work with teachers.</i></p>	<p>using a balanced approach will support teacher's motivation, technique and embed practice.</p>			<p>embedded part of the culture of the teaching and learning process across school, with many leaders and staff completing cycles regularly.</p>
<p><i>Attendance</i></p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). (EEF)</p>	<p>Staffing: £19,117</p> <p>SLT: £13,487</p>	<p>Challenge 2</p>	<p>The gap between PP and non-PP pupil attendance and PA has narrowed</p> <p>PP attendance was 93% (Up from 92% in the previous year) which is only 0.8% lower than non-PP attendance</p>

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

Budgeted cost: £229,763

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed	Impact
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)	Staffing: £20,847	Challenge 3, 4 and 5	<p><u>Maths year 5</u>. Pupil premium attainment at EOY 84% (up from 70% in previous year) compared to 90% achieving ARE in maths for NPP.</p> <p><u>Maths year 6</u> 84% PP attainment in EOY KS SATs.</p> <p><u>Writing year 5</u> 60% PP attainment compared to 63% NPP, up from PP attainment 48%</p> <p><u>Writing year 6</u> PP EOY attainment 69% compared to 83% non-PP, down from 77% from previous year PP attainment. (High SEND cohort and % in writing generally</p>

				lower across the board.)
<p>Continue subscribing to SHINE interventions for Reading and Maths,</p> <p>Deliver training to staff</p> <p>Use data to identify target children.</p> <p>TA's to deliver appropriate SHINE Interventions</p>	<p>Research has shown the highly-structured, small-step interventions offered by SHINE accelerates children's learning and fills the gaps enabling them to better succeed in the classroom.</p> <p>These interventions link directly to the termly assessments taken by the children.</p>	<p>Subscription: £1,440</p> <p>Staffing: £30,165</p>	<p>Challenges 3 and 5</p>	<p>SHINE intervention completed with identified children when available.</p> <p>???????</p>
<p>Continue subscribing to Bedrock</p> <p>Continue subscribing to Spelling Shed/Letterjoin</p>	<p>Bedrock:</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. 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</p>	<p>Bedrock subscription: £3,090</p> <p>Spelling Shed/Letterjoin: subscription £4120</p>		<p>Engagement for Bedrock lower than anticipated therefore wasn't deemed value for money.</p> <p>Monitoring identifies standards of transcription and spelling are continue to improve.</p>



	correctly. Pupils must learn to form letters and spell words correctly, start to write in joined-up handwriting when appropriate, and use a keyboard			
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.	Staffing £60,691	Challenges 3,4,5	<p>Increase in the proportion of PP learners achieving ARE in 2, 3 and 5 in reading and maths.</p> <p>Really – how do you know?</p> <p>Year 6 – proportion of targeted PP children higher due to intervention in RWM.</p> <p>Really – how do you know?</p>
<i>Delivery of BLAST</i> (Boosting Language Auditory Skills and Talking) in EYFS.	<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'</p>	Staffing £9,280	Challenge 1	GAVIN

	current stage of development, so that it extends their learning and connects with the curriculum.			
<i>Delivery of bespoke SEN/EHCP interventions following advice from wider professionals</i>	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. 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.	Staffing £32,709	Challenge 3, 4 and 5	Speak to Tracey
<i>Continue to subscribe to the Mathletics(KS1) and Conquer Maths(KS2) online interventions</i>	Research shows that intensive focussed interventions enables learners to make accelerated progress. Mathletics and Conquer Maths is delivered at the right level of challenge to help students develop and experience success.	Subscription Conquer Maths: £2060 Mathletics: £1224	Challenge 3 and 5	Engagement lower than anticipated therefore wasn't deemed value for money so...
<i>Delivery of bespoke EAL interventions following advice from speak and language expert.</i>	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.	Staffing £20,475	Challenge 4	EAL engagement in lessons ensured those children made progress towards their own targets and can continue to do so throughout their Abbey Hey journey.

				Really – how do you know?
<i>Delivery of bespoke Speech and Language interventions following advice from speech and language expert.</i>	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.	SALT: 12,360 Staffing £30,302	Challenge 4	As above.

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

Budgeted cost: £ 133,898

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed	Impact
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.	Play therapist: £9,639  Ed Psyc: £40,000  Staffing - £12,056  SLT: £26,975	Challenge 2	Improvements in parent engagement for specific, individual families that we have targeted - therefore an improvement in individual attendance targets  Pastoral team have worked with early help to support families  Therapeutic support runs consistently so pupils are well supported

				emotionally and this has impacted on individual engagement in school/attendance/ability to access class
<i>Access to extracurricular activities</i>	<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 at 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>	<p>Visits - £15,000</p> <p>Residential - £8,328</p> <p>ASC: £6,300</p> <p>ASC Staffing: £23,867</p>	Challenge 1-5	<p>More children are attending extra-curricular clubs and engaged with JASS activities, broadening cultural capital.</p> <p>How do you know – Pupil charter – evidence in Charter books/Jass book – so whole school – everyone.</p>
<i>Funded Breakfast club</i>	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.	<p>£7,800</p> <p>Family Breakfast £7,800</p>	Challenge 1-5	<p>????</p> <p>Speak to Tracey</p>
<i>Communicating and Supporting parents ,</i>	Research shows that if parents have good mental health then they have more	Wrap around care £3,150	Challenge 1-5	Parents aware of mental health first aider & a number have met with

both formal and informal, for parents' mental health and well-being.	capacity to support their child's learning through providing a safe, consistent and supportive home environment.	School Uniform £3150		her and have been signposted for support. How on earth do you know this?
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**Total budgeted cost: £ £560,764**

*Contingency £5,898*

## 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
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Voice 21	Voice 21
Mathletics	3P learning
Conquer Maths	Generic Maths Ltd
RWI	Ruth Miskin
Shine	Rising Stars

## 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.*