



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Abbey Village Primary
Number of pupils in school	53 (63 inc nursery) September 2024
Proportion (%) of pupil premium eligible pupils	17% (inc EYPP 2%) 2% post LAC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Dates on which it will be reviewed	January 2025 July 2025
Statement authorised by	Shelley Bennett Head Teacher
Pupil premium lead	Shelley Bennett (HT)

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Governor / Trustee lead	Wendy Curtis (Vice COG)
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Funding overview

Detail (2022-2023)	Amount
Pupil premium funding allocation this academic year	£20,415
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022-2023)	£22,415 (2022-2023)
Detail (2023-2024)	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£2,247.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year (2023-2024)	£22,617.50
Detail (2024-2025)	Amount
Pupil premium funding allocation this academic year	£18,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year (2024-2025)	£18850

Please note that schools are no longer eligible for Recovery Premium Grants after academic year 2023 2024 – this funding has now been withdrawn.

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Village Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already make good or better progress from their starting points.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and or who live in households with limited income. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality, inclusive teaching and learning is at the heart of our approach to teaching and learning, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to ensure that the following objectives are our priority:

- All Pupil Premium children should achieve at least as well as the other children in school and at least as well as other pupils nationally in all subjects
- School should seek to widen the horizons for pupil premium children by providing a range of sporting, musical, art and cultural activities that they would not otherwise have the opportunity to take part in
- School will support families financially with pupil premium money to ensure that their children can take part in a wide range of extra-curricular activities and trips where the cost would be prohibitive.
- That our children are happy, healthy and have high aspirations ensuring they have a love of school, attend well and want to achieve great things

Challenges:

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	Ensure attainment is raised and the rates of progress is increased in Early reading and phonics for all learners, but with a particular emphasis on Pupil Premium pupils and those with SEND.
3	Raising the attainment in writing through ensuring the provision of quality first teaching for all groups of learners, but with a particular emphasis on those who are Pupil Premium Pupils and those with SEND in EYFS, KS1 and KS2 by ensuring all learners are challenged in lessons, make accelerated progress and develop long term memory skills.
4	Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive
5.	Wellbeing and Nurture support needed for our most vulnerable pupils to establish the effect of COVID and/or issues within the family home on the pupils as lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement

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>1. Poor communication, language and literacy skills of children create a barrier to learning.</p>	<ul style="list-style-type: none"> • Pupils will be 'Secondary Ready' and those pupils who are Pupil Premium will achieve at the same rate or better than their peers who are not pupil premium • All teachers are aware of who pp pupils are within their class and can tracker their progress closely • Wellcomm is used to target our youngest pupils in the Early Years and KS1 and that all children who need support in language and communication are identified are given it – with a particular focus on PP
<p>2. Ensure attainment is raised and the rates of progress is increased in Early reading, phonics and spelling for all learners, but with a particular emphasis on Pupil Premium pupils and those with SEND.</p>	<ul style="list-style-type: none"> • New spelling scheme – Supersonic Spelling Friends is purchased and implemented to provide continued support in spelling after high quality phonics has been taught from years 2-6 • All new staff will be fully trained to ensure high quality phonics teaching and learning- using our Supersonic Phonic Friends DFE approved scheme- From <i>July 2022 and ongoing</i> • Books will match the phonic teaching to ensure consistency of approach – <i>ongoing</i> • Standards will be raised in phonics ensuring that those pupils passing the Phonics Screen Check will at least be in line with Local and National data - <i>ongoing</i>
<p>3. Raising the attainment in writing through ensuring the provision of quality first teaching for all groups of learners, but with a particular emphasis on those who are Pupil Premium Pupils and those with SEND in EYFS, KS1 and KS2 by ensuring all learners are challenged in lessons, make accelerated progress and develop long term memory skills.</p>	<ul style="list-style-type: none"> • CPD focus on writing across the school with a particular focus on writing stamina and creativity within pupils who are Pupil Premium or SEND • Specific intervention will be planned to 'plug any gaps' in learning due to 'catch up' • Nesy, Stile and Toe by Toe will be used to provide targeted intervention for those who need it

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<p>4. Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive</p>	<ul style="list-style-type: none"> • Music tuition and support paying for trips and excursions is provided for those pupils who need it who are PP • Cost of school uniform support if required • Subsidised or free wrap around care if required to support families who are PP of required
<p>5. Wellbeing and Nurture support needed for our most vulnerable pupils to establish the effect of COVID and/or issues within the family home on the pupils as lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement.</p>	<ul style="list-style-type: none"> • Nurture training for key members of staff to deliver the training • 1-1 and small group sessions to promote positive mental health in young people • A safe space where our most vulnerable children can share their thoughts and worries without fear of judgement and can receive advice and support on how to tackle that • Yoga Bugs used as a way of supporting pupils manage their own mental health and anxiety – teaching strategies for wellbeing, wellness and relaxation

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: £4530.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff CPD on new spelling scheme Annual Subscription</i></p> <p>£400 PA plus CPD £900</p>	<p>New validated DFE programme feeds on from Phonics Scheme needed in school to ensure quality first teaching and learning in spelling</p>	2
<p><i>Staff time to teach intervention and catch up support in all core subject areas for PP pupils- ongoing</i></p> <p>£2880 – 1 afternoon weekly – additional budget for £1000 additional for support at point of need</p>	<p>Staffing required (teacher and TA) to support pupils in need of targeted individualised support to ensure their learning needs are met</p>	1,2,3,4
<p><i>Lucid Rapid Dyslexia Screening – purchased Oct 2022 and Oct 2024</i></p> <p>£270.50 +VAT PA</p>	<p>All pupils through school who may have literacy difficulties to be screened including all PP pupils to ensure no unidentified needs are evident</p>	1,2,3,4
<p><i>Stile Dyslexia Resources purchased –</i></p> <p>£80</p>	<p>For targeted pupils with identified need from above screening</p>	2,3

Targeted academic support Budgeted cost: £9570.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1-1 Intervention</i></p> <p><i>£2880 – 1 afternoon weekly – additional budget for £1000 additional for support at point of need</i></p>	<p>1-1 intervention - to support those pupils who are in need of 'catch up'</p>	<p>1,2,3,4</p>
<p><i>1-1 intervention- Toe by Toe</i></p> <p><i>Staff time – daily – 5-10 minutes each pupil</i></p> <p><i>£2880 X 2 – 2 afternoon weekly – additional budget for £1000 additional for support at point of need</i></p>	<p>Targeted, personalised support for children who struggle with spelling and decoding</p>	<p>2,3</p>
<p><i>Nessy - writing and spelling support programme</i></p> <p><i>£66 per pupil PA</i></p>	<p>Targeted, personalised support for children who struggle with spelling, reading and writing</p>	<p>2,3</p>
<p><i>Lucid Rapid Dyslexia Screening – purchased Oct 2022 and Oct 2024</i></p> <p><i>£270.50 +VAT PA</i></p> <p><i>Screening time for staff</i></p> <p><i>5 afternoons annually – approx. £450</i></p>	<p>All pupils through school who may have literacy difficulties to be screened including all PP pupils to ensure no unidentified needs are evident</p>	<p>1,2,3,4</p>
<p><i>Stile Dyslexia programme intervention</i></p>	<p>For targeted pupils with identified need from above screening</p>	<p>1, 2,3</p>

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

Budgeted cost: £ 4880 – 1 afternoon weekly – additional budget for £1000 additional for support at point of need and CPD costs for ELSA mentor

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA/Nurture support</i></p> <p><i>£2880 – 1 afternoon weekly – additional budget for £1000 additional for support at point of need</i></p>	<p>Targeted, personalised wellbeing support and help for vulnerable young people</p>	<p>5</p>
<p><i>Uniform, free wraparound care, support towards paying for extracurricular activities, breakfast, snacks etc for targeted pp pupils</i></p> <p><i>Provided as required - £1000 budgeted</i></p>	<p>To ensure that PP pupils have the same life chances as those who are non PP within school ensuring that they can access the same activities, wear the same uniform and ensure that they have the same basic fundamental rights to be well fed and clothed as all other children</p>	<p>4, 5</p>

Total budgeted cost: £ £18,850 approx

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 2022 to 2023 academic year.

Our new Phonics Scheme was brought in at the end of the academic year July 2022 and was utilised throughout 2022-2023.

Our Phonics Screen Results:

2023

- Year 1 showed that 100% of pupils achieved the threshold score or better of 32.
- Re-take Year 2 pupils, 1 out of 2 pupils achieved the threshold score.

2024

- Year 1 2024 100% achieved the threshold score of 32 or above

2024 KS2 Sats Data:

Reading

- 86% achieved EXS (or better) in reading
- 71% achieved GDS in reading

Maths

- 86% achieved EXS (or better) in maths
- 43% achieved GDS in maths

SPAG

- 71% achieved EXS (or better) in SPaG
- 28% achieved GDS in SPaG

Pupil Premium

- 100% PP achieved EXS (or better) in reading – 100% GDS
- 100% PP achieved PP (or better) in Maths - 50% GDS
- 50% PP achieved PP (or better) in SPaG –

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Support with payment for trips and experiences for PP pupils meant that all year 6 pupils were able to attend residential trips and trips to London with school as they were PP (50%) and may not otherwise have been able to attend.

Intervention

Lucid Rapid has been used to identify pupils who are at risk of Dyslexia and targeted interventions are now in place for those pupils who are in need.

Nurture support is given weekly to 4 pupils who are PP and others at point of need. This has meant that pupils are happier, mentally healthier and feel safe in school.

Yoga Bugs is used throughout school to support the mental health and wellbeing of all of our pupils and staff. This can also be utilised at home to support wider families.

Our Red Rose Maths scheme has been implemented from January 2023 through years 1-5. This has shown an increase in confidence in maths for our pupils who are most vulnerable and an increased understanding of maths.

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
Nessy	Net Educational Systems
Toe by Toe	Toe by Toe
Lucid Rapid Dyslexia Screening	GL Assessments
Wellcomm	GL Assessments

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?	N/A