



Abbots Farm Junior School

Pupil premium strategy statement: 2021 - 2024

The school receives funding for all pupils who receive free school meals and who have received free school meals in the last 6 years. This is known as Pupil Premium funding.

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 Farm Junior School |
| Number of pupils in school | 265 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Mrs Gemma Webb – Head Teacher |
| Pupil premium lead | Mrs Gemma Webb |
| Chair of Governors | Mrs Lorna Smith |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £72,250 |
| Recovery premium funding allocation this academic year | £7,250 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £79,500 |

Part A: Pupil premium strategy plan

Statement of intent

Our school motto of ‘Learners for life, Farmers Forever’ encapsulates our aim for all children – to help them develop the skills of being a learner and enjoy their time at our school. As a result of this, pupils are then able to make good progress across the curriculum and attain well in line with their individual starting points. Our pupil premium strategy aims to identify key challenges facing our disadvantaged (pupil premium) or vulnerable (e.g. those with a social worker) pupils in achieving their full potential and then implement strategies to support them in doing so. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as 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.

Pupil premium allocation spending is based on assessment of children’s needs, both academically and pastorally, in school. The aim From this assessment, our spending strategy is then informed by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#). We use this research, alongside knowledge of our existing provisions, to then plan strategies or interventions that we believe will best support the progress of different groups of children.

This plan is not prescriptive or exhaustive: our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gaps in learning, including as a result of COVID lockdowns |
| 2 | Social and emotional difficulties |
| 3 | Attendance |
| 4 | SEND |
| 5 | Life experiences/aspirations outside of school are limited |
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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 |
|---|---|
| To improve pupil's social skills and emotional well-being by implementing strategies to address emotional, social and behavioural needs | <ul style="list-style-type: none"> • Pupils will receive support (whole class, group or 1:1) with emotional and/or personal issues which will help raise confidence and self-esteem • Those pupils who have struggled to engage with learning will • Pupils will be engagement in school through a creative and inspiring curriculum • Early Help will be offered as required to ensure the whole family is being supported and areas of concern are addressed • All staff will use the Thrive approach activities in each year group to support the needs of the class • Children will be aware of how to use the Thrive approach to understand and manage their feelings • There will be qualified practitioners supporting children's and families' needs across the school |
| To improve attendance | <ul style="list-style-type: none"> • All pupils will have consistently good attendance (above 95%) • Overall PP attendance will be in line with whole school figures • Pupils will have access to an enriched curriculum as a result of good attendance • Pupils' good attendance will support them in closing the gap with other groups/cohorts |
| To ensure all pupils make good or better progress from their starting points | <ul style="list-style-type: none"> • Pupils will make good or better progress in reading, writing and mathematics through quality-first teaching and learning • Additional support needs will be identified through data and relevant intervention/additional support put in place • The gap between disadvantaged and non-disadvantaged children will be narrowed |
| To broaden pupils life experiences and cultural capital to become educated citizens of the world and raise aspirations | <ul style="list-style-type: none"> • Pupils will have opportunities to engage in a range of wider-curriculum activities • Pupils will be aware of a wide range of career and recreational opportunities available to them • Pupils will be more engaged in their learning • Pupils will have the opportunity to discover a passion |

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: £ 53, 237

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Subsidising the cost of employing a SENCo to manage and deliver interventions at our school to the most vulnerable pupils. | 28% of our PP children are also SEN | 1, 2, 4 |
| Subsidising the cost of Provision Map software to manage and track IEPs/support for SEN pupils | 28% of our PP children are also SEN | 1, 2, 4 |
| Subsidising the cost of employing a Children and Families Champion to provide pastoral/social/emotional support for individual children and their families across the school. They will also be trained to become accredited Thrive Practitioners and will monitor and develop attendance. Thrive practitioner training cost Early Help training (some cost of C&FC in included in 'wider strategies' to link to attendance) | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." (from EEF link below) EEF Social and Emotional learning research | 2, 3, 5 |
| Subsidising the cost of our Teaching Assistants to deliver pastoral and academic interventions Catch up funding | Our LSA's are trained to deliver high impact interventions to raise attainment and achievement to pupils with identified learning needs EEF small group tuition research EEF TA interventions research | 1, 2, 4 |
| Continue to develop feedback strategies We will fund teacher release time to embed key elements of feedback in school and to access resources and CPD (including Walkthrus). | Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF feedback research | 1 |
| Cognitive Science - our Assistant Headteacher for T&L will lead CPD and provide further staff support on pedagogy to support all children in knowing more and remembering more. | "These theories are already having an impact on teaching policy and practice in England. For example, the evidence review underpinning the Ofsted inspection framework draws significantly on approaches inspired by cognitive science: 'It is, for example, becoming | 1 |

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| | increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice.” (From EEF doc - see link below) EEF cognitive science research | |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, to include a good intervention package for older children (Cost split between Teaching and Targeted Academic support) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils EEF phonics research | 1, 4 |

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

Budgeted cost: £ 12,000 (some academic support is covered in teaching section above)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, to include a good intervention package for older children and use this to provide additional phonics sessions for those who need it as a catch up provision/in line with their SEN needs Cost split between Teaching and Targeted Academic support (some catch up funding used for this as well as PP funding) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils EEF phonics research | 1, 4 |
| Targeted small group support for Key Stage 2 pupils Catch up funding | Personalised tuition is offered to KS2 children who are achieving below age related expectations in reading, writing or maths. This personalised learning ensures that children make accelerated progress or sustain good progress | 1, 4 |

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

Budgeted cost: £ 14,263

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of the Thrive Approach into whole class provision and as an intervention. | Thrive uses targeted approaches to respond to and support children’s varying and often complex social and emotional needs. Thrive approaches are used in daily targeted group | 1, 2, 4 |

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| <p>We will fund SENCO/TA release time to train up our TAs to deliver Thrive interventions. (Already included in SENCO % in 'Teaching' section)</p> <p>We will also use the Government funding for the Headteacher to access Thrive's Mental Health lead training to complement the SENCO Thrive training. (Free due to other funding)</p> | <p>sessions and on a one-to-one basis with the aim of encouraging healthy emotional and social development. They are also embedded into wider curriculum opportunities/additional PSHE provision at whole class level.</p> <p>Thrive is a DfE quality assured provider of senior mental health lead training</p> <p>There is also extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional learning research</p> | |
| <p>Subsiding the cost of profession SEN services to support specific needs</p> | | |
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school to include restorative practice (WCC training course) +CPOMS cost for recording +AHT release time</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: EEF behaviour interventions research</p> | <p>1, 2, 3, 4</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training for the new Children and Families Champion to develop and implement new procedures and family support. (An additional % of the C&FC wage is included here)</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>PP peripatetic music lessons subsidy</p> | | <p>5</p> |
| <p>Condover Hall residential subsidy</p> | | <p>5</p> |
| <p>Subsidies for other trips</p> | | |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>1, 2, 3, 4, 5</p> |

Total budgeted cost: £79, 500 (including contingency fund)

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 2020 to 2021 academic year.

| PROVISION FOR ALL | | |
|--|--|---|
| Action | Intended impact | Review of impact |
| Pastoral co-ordinator support for vulnerable learners | To continue to offer 1:1/small group SEMH support for pupils as required To offer wider support to families as required | Reduced impact due to 'bubbles' as a result of COVID but the children that were able to receive this support benefitted from the more pastoral approach to school, especially post-lockdown. |
| Pastoral TA support for vulnerable learners | To offer 1:1/small group SEMH support for pupils as required | Pastoral TA support was used well to support children within their 'bubbles'. They implemented new pastoral interventions and did 'check-ins' with key children to help them unpick issues/worries/ concerns from the school day or out of school |
| THRIVE training and implementation inc. staff cover | To develop whole school pastoral support | SENCO has now completed Thrive training and has delivered some staff meetings to teachers about the philosophy of the approach and how it ties in to our relationship policy. At the end of last year, teachers completed the Thrive assessments for their class which improved the handover to the new teacher. Relational approaches to behaviour are really helping some children to regulate and reflect. |
| CPOMS online system subscription | To support record-keeping of all child-related incidents including behaviour, safeguarding, safety etc To enable more 'whole-picture' monitoring of children | Clear recording of incidents means that patterns and trends are easier to identify and act upon. |
| Release time for all staff to attend pupil progress meetings | To ensure that all staff in school that work with a child have an understanding of their needs and can work together to support them both academically and with SEMH needs as required | Pupil progress meetings were not all completed as a result of COVID but end of year progress meetings were held with outgoing and incoming teachers as part of the handover progress and ensured that provisions that were working for children were quickly picked up again in September. They also impacted on planning for the next year as planning was adapted to meet the needs of the specific year groups to reflect what they had missed or not accessed in as much detail due to COVID – these were supported by additional time with the English lead (funded by |

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| | | catch-up premium) to map out English plans for the year. Pastoral progress was also discussed at these meetings as a result of increased pastoral need post-COVID. |
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| TARGETED SUPPORT | | |
|---|---|---|
| Action | Intended impact | |
| Maths/Reading/Phonics intervention sessions | To support children in maintaining good progress in maths and English | Targeted interventions introduced: Toe by Toe Plus 1/power of 2 maths Ready to progress docs Fluency/echo reading These particularly supported SEN children with key gaps in learning and supported COVID catch up. In addition, our usual TA-led intervention sessions were put in place to support those that were not at ARE or had gaps in learning due to COVID. |
| Small group SATs revision sessions to include some 1:1 online tuition | To support children in maintaining good progress in reading/writing/maths To boost children's confidence to tackle the SATs tests | Did not happen as SATs were cancelled – however, TA time was used to support catch-up to ensure Y6 were secondary-ready by the end of y6. |
| Purchase of Provision Map software to support IEP writing, target setting and tracking of SEN children's progress | To develop target setting and tracking for SEN pupils and those with SEMH needs to support academic progress tailored to their needs | This software greatly improved the cycles of IEP target setting and reviewing, although one cycle was missed due to COVID. It has helped to clearly map out interventions and ensure progression/no repetition by identifying historic provision |
| Specialist learning support from STS and EPS | To support staff in identifying children with specific needs/ways to meet these needs To support children with identified areas of need. | EPS used for teacher consultations and those pupils who were struggling to come to school. Continued input from these services enabled us to continue with the graduated approach to SEN support despite COVID. |

| OTHER PROVISION | | |
|--|--|---|
| Action | Intended impact | |
| Subsidy of school trips (including Y6 residential) | To ensure quality of provision across the school To widen opportunities for children To ensure curriculum progress | Very few trips happened due to COVID apart from a Y6 enrichment week as a 'residential replacement' in the summer term which was funded for all PP children. Y5 space centre trip was also subsidised. |
| Subsidy of music lessons | To ensure quality of provision across the school To widen opportunities for children | |
| Subsidy of swimming lessons | To ensure quality of curriculum provision across the school | No swimming lessons took place due to COVID |
| Additional resources, uniform/kit for PP pupils | To ensure quality of provision across the school | |

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 |
|---------------------|----------|
| The Thrive Approach | Thrive |
| | |

Service pupil premium funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | There was no service pupil premium last year |
| What was the impact of that spending on service pupil premium eligible pupils? | |