



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	264
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Gemma Webb – Head Teacher
Pupil premium lead	Mrs Gemma Webb
Chair of Governors	Mrs Tegi Forsyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,210
Recovery premium funding allocation this academic year	£8,120
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <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	£107,330

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. 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

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 • All staff will apply the Relationship and Behaviour Policy consistently and use Restorative Practice to support pupils when their behaviour is not of the expected standard.
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: £59,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of employing a SENCo to manage interventions at our school to the most vulnerable pupils.	30% of our PP children are also SEN 8% have an EHCP	1, 2, 4
Subsidising the cost of Provision Map software to manage and track IEPs/support for SEN pupils	30% of our PP children are also SEN 8% have an EHCP	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 monitor and develop attendance. Ongoing SEMH training costs including play therapy training, counselling training, Team Teach family support 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 TA'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 continue to 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 Deputy Headteacher for T&L continues to 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 increasingly clear that using spaced or distributed practice, where knowledge is	1

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

Budgeted cost: £26,019 (some academic support is covered in teaching section above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group support for Key Stage 2 pupils (Recovery 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: £21,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Protective Behaviours, Restorative Practice and Zones of Regulation into whole class provision and as an intervention. We will fund SENCO/TA release time to train up our TAs to deliver interventions. (Already included in SENCO % in 'Teaching' section)	These approaches to respond to and support children's varying and often complex social and emotional needs are well-researched. They are used daily in all aspects of school life as well as in targeted group and 1:1 sessions 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. 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	1, 2, 4
Subsidising the cost of professional SEN services to support specific needs	30% of our PP children are also SEN 8% have an EHCP	1, 2, 3, 4
Continued 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 courses) +CPOMS cost for recording +AHT release time	Both targeted interventions and universal approaches can have positive overall effects: EEF behaviour interventions research	1, 2, 3, 4

<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.</p> <p>+Gateway Alliance training +subscription to Inclusive Attendance online platform (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 (50%)</p>		<p>5</p>
<p>Condover Hall residential subsidy (50%)</p>		<p>5</p>
<p>Subsidies for other trips</p>		<p>5</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: £107,330 (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 2022 to 2023 academic year

Intended outcome	Success criteria	Progress to date
<p>To improve pupil's social skills and emotional well-being by implementing strategies to address emotional, social and behavioural needs</p>	<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 	<ul style="list-style-type: none"> Last year, 46 pupils were supported by the C&F team which was 17% of the school. They offered play therapy, counselling, drawing and talking therapy and specific pastoral interventions such as transition, dealing with conflict, managing feelings. SS delivered 96 hours of play therapy and 222 hours of counselling last year. LI delivered 72 hours of Drawing and Talking therapy and supported 2 x 10 hour blocks of Solihull Parenting sessions

	<ul style="list-style-type: none"> • 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 • All staff will apply the Relationship and Behaviour Policy consistently and use Restorative Practice to support pupils when their behaviour is not of the expected standard. 	<ul style="list-style-type: none"> • Progress of all children receiving specific support from our C&F team is measured through SDQs/the Children's wellbeing scale • School have their own approach to SEMH support in place, led by the AHT for BWI and the C&F team. Protective behaviours training, team teach training and zones of regulation have all been put in place to support pupils socially and emotionally. • The DEN provided a smaller, quieter, more nurture-based approach to learning for some pupils and social and emotional skills were a key part of their alternative curriculum • Children and their families have access to an ever-growing range of qualified practitioners and external support through the signposting support provided by our C&F team. 10 pupils accessed further support from outside of school, in addition to the in-house offer this academic year. 4 parents have accessed the Solihull parenting programme delivered in school by LI • 21 pupils and their families were supported across the year through Early Help (81% of these children are PP)
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 	<ul style="list-style-type: none"> • Attendance last year was 93% PP attendance was lower at 87% There were some individual PP pupils who made significant progress with their attendance following support from our C&F team • Alternative provision such as Flex learning and our own in-school DEN provision provided support to pupils that found attending school difficult or even impossible • The DEN provided a soft start and a nurture-based approach to different points of the day for some pupils • See data details in box below and attached data report at the end of this document
To ensure all pupils make good or better progress from	<ul style="list-style-type: none"> • Pupils will make good or better progress in reading, writing and mathematics through quality-first teaching and learning 	<ul style="list-style-type: none"> • In reading, PP pupils made good or better progress that was in line with non-PP pupils

<p>their starting points</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • In maths and writing, PP pupils made good or better progress that was broadly in line with non-PP pupils • The gaps are closing between PP and non-PP. In 2021-22, the gaps between PP and non-PP were: R: 20% W: 29% M: 20% • In 2022-23, the gaps between PP and non-PP were: R: 14% W: 19% M: 14% The gap closed by 6% in R and M and by 10% in W. However, writing is still the area that needs the most progress to see the gap closed further. • See attached data report at the end of this document
<p>To broaden pupils' life experiences and cultural capital to become educated citizens of the world and raise aspirations</p>	<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 	<ul style="list-style-type: none"> • 18 PP pupils received music tuition • 16 PP pupils attended a residential trip (Y6) • 35 PP pupils accessed 1 or more after school club in Autumn. • 21 PP pupils accessed 1 or more after school club in Spring (but there were also less clubs offered this term. 8 of these accessed more than 1) • All PP pupils accessed swimming lessons last academic year (2022-23) • All y4,5 and 6 pupils had whole class instrument lessons and y3 had specialist singing lessons

Appendix

ATTAINMENT

Reading

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



Writing

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



Maths

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



Reading

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



Writing

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



Maths

Legend: Below expected (Red), At/above expected (Green), No data (Grey)



PROGRESS

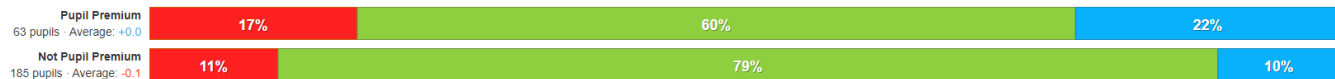
Reading

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)



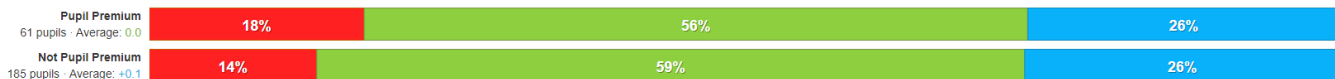
Writing

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)



Maths

Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)



KEY STATISTICS for 2023-24

20% of pupils are PP

34% of SEN pupils are also PP

30% of PP pupils are also SEN