



Abbots Farm Junior School

Pupil premium strategy statement: 2024 - 2027

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 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	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Gemma Webb – Head Teacher
Pupil premium lead	Mrs Gemma Webb
Chair of Governors	Mrs Deb Short (acting)

Funding overview

'Ever 6' free school meals

Pupil numbers primary : 51

Allocation primary : £75,480.00

Pupil numbers secondary : 0

Allocation secondary : £0.00

Total allocation : £75,480.00

Previously children in care

Pupil numbers : 1

Allocation : £2,570.00

Service children

Pupil numbers : 1

Allocation : £340.00

Total allocation for 2024/25 : £78,390.00

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 * there is not much difference in the patterns of PP children compared to the patterns of our whole school data so PP needs match those of the whole cohort and therefore the development priorities of the whole school **the one area that is slightly more significant data-wise for PP children is attainment in reading
2	Additional vulnerabilities e.g. Social and emotional difficulties/family circumstances/ SEND needs
3	Attendance for some
4	Life experiences/aspirations outside of school are limited for some

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>For an increased proportion of PP pupils to make good or better progress from their starting points</p> <p>For an increased proportion of PP pupils to be working at or above age related expectations</p>	<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 • For the academic year 2024-25, there will be a specific focus on reading for PP pupils but this will change to reflect data pictures each year, if not more often. This will be discussed in pupil progress meetings termly.
<p>For PP pupils to have good levels of attendance and for those that are classed as SA or PA to show improvements in attendance over their time at AFJS</p>	<ul style="list-style-type: none"> • School will have consistently good whole school attendance (above 95%) • Overall PP attendance will be in line with whole school figures • Individual SA or PA pupils will have improved attendance • 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
<p>For children to be engaged learners who develop their knowledge and skills across a broad and balanced curriculum (Learners for Life and our school values)</p>	<ul style="list-style-type: none"> • Pupils will be engaged in their learning at school as a result of a well-planned, creative and inspiring curriculum • Pupils will be engaged in their learning at school as a result of high quality, effective, inclusive teaching • Pupils will experience success in their learning due to well-planned opportunities tailored to their needs and abilities through adaptive teaching
<p>For school to have the capacity to address the additional vulnerabilities of PP pupils and their families to ensure the children feel safe and ready to learn when in school</p>	<ul style="list-style-type: none"> • There will continue to be qualified practitioners available to support children's and families' needs across the school, through both internal staff and external agencies. As a result, pupils will receive support (whole class, group or 1:1) with emotional and/or personal issues • Those pupils who have struggled to engage with learning will show improvements over their time at AFJS and leave in Y6 ready to face the challenges of their next steps in education • Early Help will be offered to families as required to ensure the whole family is being supported and any areas of concern are addressed • Clear pupil passports will be in place for any SEND needs and as a result, pupils will have the necessary reasonable adjustments to enable them to be successful in their learning
<p>For pupils to have opportunities for a wide variety of life experiences and enjoyable moments (Farmers Forever moments) to enable them to go on to become educated citizens of the world with high 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 share their dreams and wishes and discover their passions

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: £40,000

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.	35% of our SEN children are also PP	1, 2, 4
Subsidising the cost of Provision Map software to manage and track IEPs/support for SEN pupils	35% of our SEN children are also PP	1, 2
Subsidising the cost of employing a Children and Families Team to provide pastoral/social/emotional support for individual children and their families across the school. They will also monitor and develop attendance. <i>(some cost of C&FC in included in 'wider strategies' to link to attendance)</i>	60% of pupils on our family support database are PP 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
Subsidising the cost of our Teaching Assistants to deliver pastoral and academic interventions	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
Supporting the development of adaptive practice in lessons	We know that not only does adaptive practice support SEN learners but it often benefits the other children in the class too Norfolk Research School article EEF SEN approaches research	1
Supporting the development of oracy across the curriculum	Not only does oracy support better learning outcomes - EEF oral language research – it also supports better life chances for pupils as it develops their life skills, confidence and ability to advocate for themselves effectively. Oracy as a tool for equity article	1

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

Budgeted cost: £20,000 (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	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 EEF small group tuition research EEF TA interventions research EEF oral language research	1, 4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of professional SEN services to support specific needs	35% of our SEN children are also PP	1, 2, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. +subscription to Inclusive Attendance online platform	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4
Subsidising the cost of forest schools and fully funding a lunchtime forest school nurture group	Forestresearch.gov.uk research on impact of Forest Schools	2, 4
PP peripatetic music lessons subsidy (25%)	EEF arts participation research	4
Condover Hall and Gullivers Land residential subsidies (approx. 50%)	EEF outdoor adventure learning research	4
Subsidies for other trips		4
Contingency fund for acute issues.	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.	1, 2, 3, 4

Total budgeted cost: £78,000 (including contingency fund)