

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	Abbotsweld Primary Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	September, 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katheirne Benson
Pupil Premium Lead/Trust Disadvantaged Champion	Katherine Benson/ Fran Taylor
Governor / Trustee Lead	Jeannette Harman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116400

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation –
The EEF Guide to Pupil Premium funding

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

At Abbotsweld Primary Academy we are committed to addressing disadvantage; within our school, trust, wider community and on a national level. Fundamentally, we want to empower our community and all its stakeholders, to think and act differently when addressing the causes of socioeconomic disadvantage on learning. To this end we have a nominated Trust Disadvantaged Champion, who is working alongside, Marc Rowland (EEF/Unity Schools Research) and Harlow Education Consortium to establish a community wide Disadvantaged Strategy. This work has highlighted four core elements to focus on, all of which mirror national research and have assisted Abbotsweld to develop a long-term approach, focussed specifically upon the needs of our pupils. The five core elements are:

- Relationships;
- Metacognition and self-regulated learning;
- Social, emotional and mental health (SEMH);
- Language development and communication;
- EYFS.

We recognise that the bedrock on which all other elements need to be established is **relationships**; especially as the foundation for learning. Our plan focuses specifically on evidence-based practice of the four key elements to champion our Pupil Premium pupils - ‘Learners not labels’. Likewise, we have a nominated governor with a specific ‘Disadvantaged Strategy’ focus, who is also responsible for measuring the strategies impact upon our pupils and families; our culture of **‘purpose, positivity and regular reflection’** (Rowland 2021) for our pupils, drives aspirations and better outcomes for our whole school community.

It is recognised that support from governors needs to be long-term and that there should be an understanding from all parties that our aims are also long term and that the impact will not be immediate (tiered-approach). In order to ensure all our disadvantaged strategy aims are met, we have established a whole school culture - a collaborative approach *with* SLT, teachers, pupils and governors - championing the view, that education has a powerful role to play in the improvement of life changes and life choices, irrespective of socioeconomic background. This rationale has been adopted by the whole school, to inform an evidence-informed strategy focussing on our pupils' most pressing issues. Quality first teaching (including the appointment of specialist teachers) is not sufficient, alone. As a result, our funding is to be used to develop staff through weekly, **high quality**, professional development; in relationships, metacognition and self-regulation, social, emotional, mental health and well-being and language development and comprehension. Similarly, funding will provide wider family support - both inside and outside of the classroom; an established family support team including: a Behaviour & Culture Lead, Evolve & Adapt, Trust Safeguarding Lead. All services provide a cohesive strategy for improved outcomes for our pupils.

Moreover, we recognise that early intervention is critical. The earlier we can intervene, and improve our disadvantaged pupils as learners, the better chance they will have of thriving throughout their schooling. Interventions align to our more long-term, wider school development plans (SIP/subject action plans) and partnerships. For example, working on the development and implementation of our Writing Strategy alongside the Trust Curriculum Director and CPD with Pie Corbett. Similarly, this year, we will elevate our pastoral support with a Behaviour and Culture Lead, working alongside Evolve&Adapt and MIND in West Essex.

Finally, our evidence of need is identified through diagnostic assessment (academic and pastoral), pupil voice, teacher voice, classroom observations, open, honest discussions with families and an in-depth understanding of our community in Harlow and the challenges our pupils face.

'Effective assessment helps support better learning.'

(M.Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language development and communication – Vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance is below the national average – gap between PP and non-PP
3	SEMH behaviours (TPP/My Happy Mind), including pupil wellbeing with a Behaviour and Culture Lead
4	Metacognition and self-regulation
5	Early Years- word gap and vocabulary development

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. Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.</p> <p>Ensuring that teachers provide a rich-vocabulary environment and directly teach vocabulary to enhance understanding (EYFS through to Yr6), including the explicit teaching of Tier 2 and 3 words through the use of the SEEC model Root words being used to broaden pupils' vocabulary knowledge.</p> <p>Teacher questioning which deepens pupils' learning</p> <p>The use of temporary scaffolds to support learning, with a view to effectively removing them for all learners to enable independence</p> <p>Talk stems and sentence stems being used by pupils across EYFS-Year 6 including vocabulary prompts for adults in EY to model more academic language</p> <p>Quality Professional Development (weekly INSETs/coaching/triads/Peer observations).</p> <p>The introduction of Oracy-led approach to assemblies (class/phase and whole school).</p>	<p>Pupils show an understanding of vocabulary in lessons</p> <p>Pupils use the taught words in speaking and writing</p> <p>There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity</p> <p>Pupils show understanding of the 'gist' of a text through summary</p> <p>Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. through the use of mini whiteboards</p> <p>More detailed and academic pupil explanations</p> <p>More extended dialogue</p> <p>More questions about vocabulary from both the teachers and the pupils</p> <p>Examples of 'word consciousness'</p> <p>More vocabulary edits in pupils' books</p>

	<p>Written expression in pupils' books more sophisticated</p> <p>A word rich classroom climate</p> <p>The, overtime, removal of scaffolds for all learners, including those with SEND, therefore increasing independence</p> <p>This then leads to: Pupils meeting national standards in reading, writing and spoken language and make good progress from their starting points. Confident, fluent readers.</p> <p>Pupils with a love of reading with access to quality texts.</p> <p>EYFS filling the 'word' gap ensuring an easy transition into KS1.</p> <p>Likewise, all KS1 pupils access the KS2 curriculum, and KS2 access KS3 curriculums.</p> <p>Fluent writers with a good grasp of GPS.</p> <p>Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework</p>
<p>2. Attendance for those with Pupil Premium increases in line with the rest of the school. Pupils access classroom learning on a daily basis to support meeting national standard and closing gaps in all subjects.</p>	<p>The gap between those disadvantaged and non-disadvantaged closes, increasing time at school. Access to Wrap Around Care to facilitate attendance.</p>
<p>3.SEMH/Trauma Perceptive Practice embedded across the school community. All staff, pupils, governors and parents - developing secure attachment/belonging/relationships/language. A 'through school approach'.</p> <p>Second round of courses offered for 2023-24 across the trust.</p> <p>Staff refresher training September'23</p> <p>TPP is included in all staff inductions.</p> <p>Pupils can confidently recognise and use strategies to support their mental health (My Happy Mind)</p>	<p>Positive relationships and readiness for learning across the school. Pupils access learning and have secure attachment in the school setting.</p> <p>Pupils develop strategies for self and co-regulation meaning they are able to return to learning quicker when dysregulated.</p> <p>Parents become skilled in the language of TPP and manage challenging behaviours at home (SEMh).</p> <p>Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help.</p> <p>An established family support team (PB&CL/SEND Team/DHT/DSL) providing a cohesive strategy for improved outcomes.</p>

<p>4. Metacognition and Self-regulation to be explicitly taught to all staff during a cycle of quality professional development.</p> <p>High quality whole school culture, ownership and ‘buy-in’ to address disadvantage</p> <p>Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths.</p> <p>A specific focus on the ‘monitoring’ and ‘evaluation’ stages of the metacognitive process as the ‘planning’ stage has been embedded</p>	<p>Pupils’ behaviours for learning and self-regulation are reflected in daily lessons:</p> <p>Pupils can identify their emotions and use strategies to regulate using Zones of Regulation and My Happy Mind</p> <p>Pupils using subject-specific sentence/question stems.</p> <p>Pupils trying out different approaches/identifying the best strategy.</p> <p>Pupils using strategies other than asking for teacher support when stuck</p> <p>Explicit teacher modelling which pupils refer back to</p> <p>Pupils regularly looking back over prior learning</p> <p>Metacognition + Cognition + motivation = self-regulated learners.</p> <p>‘Confidence to try and the resilience to fail’</p> <p>Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.</p>
<p>5. Early Years word gap and vocabulary development</p> <p>“Good Early Years education is the cornerstone of social mobility” Unlocking Talent, Fulfilling Potential, DfE</p> <p>Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment</p> <p>Early intervention and targeted support</p> <p>No barriers for children achieving the best they can and realising their full potential</p> <p>Closing the word gap</p> <p>Ensuring that teachers provide a rich-vocabulary environment and directly teach vocabulary to enhance understanding</p>	<p>Support and professional development for EY teachers provided by Herts for Learning to ensure high quality EY provision</p> <p>Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided – research shows these have the biggest impact in EY</p> <p>Pupils expected to speak in full sentences with adults modelling this – my turn, your turn</p> <p>Pupils’ use of language becomes more developed</p> <p>Pupils can identify their emotions using Zones of Regulation and can self-regulate</p> <p>This then leads to:</p> <p>Pupils’ achieving a good level of development by the end of EYFS</p>

Vocabulary prompts for adults in EY to model more academic language	RWI workshop
Parental engagement	Reading and Mathematics Cafes

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)

‘Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential.’

Developing Great Teaching – Teacher Development Trust

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged Champion - sessions alongside SLT - to enhance teaching and learning through CPD programme. Upskilling ALL school staff.</p> <p>Behaviour & Culture Lead supporting the whole school community in accessing and thriving in education</p>	<ul style="list-style-type: none"> Quality Assurance of Teachers’ Continuing Professional Development – Rapid Evidence Review (Wellcomm; April 2019) Teacher Feedback to Improve Pupil Learning (EEF; Sept 2021) <i>As Beck et al identified in ‘Bringing Words to Life’.</i> We deepen knowledge through robust vocabulary instruction, not simple word exposure Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - A whole Essex approach to ‘focus on the causes of disadvantage, not the symptoms.’ (Marc Rowland 2021) A ‘learning led approach’, not a ‘label led approach’ through the Disadvantaged Strategy - to fully address disadvantage. 	<p>1 – Vocabulary Gap (Language and communication)</p> <p>2 - Attendance</p> <p>3 – TPP</p> <p>4 – Metacognition and Self-regulation</p> <p>5 – Early Years</p>
<p>Identifying Tier 3 vocabulary in all areas and exposing this through direct teaching, texts and modelling via everyday interactions.</p>	<ul style="list-style-type: none"> Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) Closing the Vocabulary Gap (Alex Quigley; 2021) Oral Language Interventions (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	<p>1 – Vocabulary Gap (Language and communication)</p> <p>4 – Metacognition and self-regulation</p> <p>5 – Early Years</p>
<p>Art and PE specialist</p>	<ul style="list-style-type: none"> Specialist Teachers or Teachers who Specialise? (Research School Network; 4 May, 2020) 	<p>1 – Vocabulary Gap (Language</p>

teachers to enhance learning, cultural capital and teacher development.	https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise	and communication) 3 – SEMH 4 – Metacognition and self-regulation 5 – Early Years
Establishment of shared TDL (Teaching and Development Lead) role to enhance ECTs and subject leaders. Strong mentor programme to support both first and second year ECTs	<ul style="list-style-type: none"> What are the characteristics of teacher professional development that increase pupil achievement? Protocol for a systematic review (Sims et al; January 2021) Retain: CPD for Early Career Teachers of KS1 - Pilot report and executive summary (EEF; May 2018) 	1 – Vocabulary Gap (Language and communication) 3 – SEMH 4 – Metacognition and self-regulation 5 – Early Years

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

‘This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment.’

What makes Great Teaching – Prof. Rob Coe

Budgeted cost: 20,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 catch up sessions and small group sessions.	<ul style="list-style-type: none"> Phonics (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics One to one tuition (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 	1 – Vocabulary Gap (Language and communication) 4 – Metacognition and self-regulation

		Early Reading/maths 5-Early Years
<p>Development Days from Ruth Miskin to support leadership (EY Lead/Phonics Lead)</p> <p>Development Days from EYFS consultant</p> <p>Metacognition and self-regulation training</p> <p>TPP – Family relationships and Belonging training</p>	<ul style="list-style-type: none"> Effective Professional Development – Guidance Report (EEF; October 2021) How do school leaders successfully lead learning? (NCSL -2011) Leadership for closing the gap and reducing variation in outcomes: developing a framework for action (NCSL - 2011) <ul style="list-style-type: none"> EEF Metacognition and Self-regulated Learning Guidance Report - Seven recommendations for teaching self-regulated learning and metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx	<p>1 – Vocabulary Gap (Language and communication)</p> <p>2 – Attendance</p> <p>3 – SEMH</p> <p>4 – Metacognition and Self-regulation.</p> <p>5- Early Years</p>
<p>Further EPS/CUR/WellComm/Visual Coding/Breaking Barriers/Attention Autism/Social Skills/ Morph mastery/Analytic phonics/RWInc sessions.</p> <p>Reading and Writing Strategy/Toolkit ‘Talk for writing’</p> <p>Vocabulary Toolkit</p> <p>Metacognition Toolkit</p>	<ul style="list-style-type: none"> Machin, S., Murphy, R., Hanushek, E. (2011). Improving the impact of teachers on pupil achievement in the UK – interim findings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (EEF: Oral Language Intervention Research) Supporting pupils with SEND – 3 key messages for schools (EEF; 2018) https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-send-what-weve-learned-so-far https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	<p>1 – Vocabulary Gap, Language and communication</p> <p>2 - Attendance</p> <p>4 – Metacognition and Self-regulation. Early Reading & Phonics, Numeracy</p>

Assessment not assumptions	<ul style="list-style-type: none"> Standardised tests (PUMA/PIRA) and Gap Analysis to drive interventions and need. 	4 – Metacognition and Self-regulation. Early Reading & Phonics, Numeracy
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising attendance through using 'nudge theory' and strong communication, targeting those under 96%.	<ul style="list-style-type: none"> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance Nudge theory argues that if we wish to alter people's behaviour in a particular direction, it's more effective to encourage positive choices rather than restricting unwanted behaviour with sanctions. Improving school attendance: support for schools and local authorities (DfE – 27th September 2021) https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 	2 – Attendance 3 – Metacognition and self-regulation
Further establishing Trauma Perceptive Practice with staff training and school systems, coupled with Evolve and Adapt, My Happy Mind services for further support MIND Essex Inclusion Partner (EP)	<ul style="list-style-type: none"> Mental health and behaviour in schools (Department for Education; 2018) Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021) Mental Health First Aider Training for Behaviour and Culture Lead 	3 - SEMH
Behaviour & Culture Lead appointed and based at the	<ul style="list-style-type: none"> Engaging families in learning – A thematic inspection of family learning (Education Scotland; February 2021) 	3 – SEMH

<p>school to engage with families in need of support.</p> <p>EWO – to discover the needs of families and challenges to attendance.</p>	<p><i>Early Intervention is key</i></p> <ul style="list-style-type: none"> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance 	<p>2 – Attendance</p>
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Total budgeted cost: £

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
NA	NONE

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?	<i>As detailed above – Jerounds adopts a whole school approach for ALL children</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As detailed above - Jerounds adopts a whole school approach for ALL children</i>

Further information (optional)

The school prides itself on being an inclusive school for all pupils. As a result of this, we also ensure that we provide ongoing funds for:

- *Extra-curricular clubs (an extensive fully-funded programme);*
- *Subsidised Breakfast Club;*
- *National Schools Breakfast Programme;*
- *EWASS (Educational Welfare), including attendance;*
- *Behaviour and Culture Lead*
- *Trust SEND team – including ASD, SpLD, Speech and Language specialists;*
- *Curriculum enrichment opportunities;*
- *Intervention programmes- support staff;*
- *Professional Development for teaching/support staff –on all 5 core elements of the Disadvantaged Strategy (Relationships, Metacognition and self-regulation, SEMH (through TPP and My Happy Mind), Language development and communication, EYFS);*
- *Graduate Pre QTS programme;*
- *Uniforms for All;*
- *Regular research-based projects to support best practice/pedagogy (maths CPA in 21-22 and writing strategy in 23-24)*