



Abbas and Templecombe Church of England Primary School



Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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	Abbas and Templecombe Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	29% (38 pupils)
Academic years our pupil premium strategy plan covers	2021-22 / 2022-23 / 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Full Governing Body
Pupil premium lead	James Webb
Governor lead	Vicky Hukins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,065
Recovery premium funding allocation this academic year	£4,314
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£50,379

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

- Ensuring and supporting great teaching
- Providing targeted academic interventions
- Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting great teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

This will include:

- gap analysis used to further inform teaching
- 1:1 and small group support within the class (TAs)
- Using additional teachers and experienced TAs to adjust class sizes down for core learning
- CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits

Providing targeted academic interventions

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 (ILI) / small groups in English and maths
- additional tutoring activities
- speech and language support
- SEND / EAL support groups

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Children need to be emotionally and physically ready to learn if they are to achieve their best, our funding will assist in creating an atmosphere where this is possible.

This will include:

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for wellbeing and mental health
- interventions to increase parental engagement
- mindful approach by SLT to ensure there is equity for pupils

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement, understanding of support systems and aspirations
2	Mental health issues for the parents/carers and the child
3	Lack of cultural capital and experiences
4	Communication and social skills - Speech and language difficulties
5	Housing issues, lack of space and overcrowding
6	Financial issues
7	Low attainment on entry

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
EYFS Good Level of Development to be 60% for pupil premium children.	<ul style="list-style-type: none"> • Regular assessment weeks, data points and data tracking. • Monitoring through observations, learning reviews, book looks, pupil voice and pupil progress meetings. • Attendance and punctuality monitoring weekly with the Deputy Head Teacher and where appropriate half termly with parents/ carers.
To be broadly in line with expected standards at Year 1 phonics, KS1 cumulative phonics, KS1 and KS2 reading, writing and Maths for pupil premium children.	
Attendance to be 96% or above for pupil premium children.	

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 outlined above.

Ensuring and supporting great teaching

Budgeted cost: £41,029

Activity	Resource / Cost implications	Challenge number(s)
Teaching monitoring and support – collaborative work – gap analysis – lesson study and best practice	Deputy Head and Assistant Head time £5,000	All
Leadership development training – middle leaders’ work	Deputy Head release time to plan £800	All
Extensive gap analysis used to further inform teaching	Teacher release time (x4) £2,000	All
Employment of an additional PM teacher and experienced TAs to adjust class sizes down	Teacher funded from staffing budget TAs uplift to HLTAs £1,000	2, 4 and 7
1:1 and small group TA support within the class	TA support £31,429	1
CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits	Deputy Head release time to plan £800	1 and 4
Evidence that supports this approach	<ul style="list-style-type: none"> •EFF Report on the Impact of school closures on the attainment gap •EFF Guide to Supporting School Planning 	

Providing targeted academic interventions

Budgeted cost: £2,750

Activity	Evidence that supports this approach	Challenge number(s)
Speech and language support	S&L TA time (1 afternoon a week) £250	4
SEND support groups (ILI)	ILI TA time (2 afternoons a week) £500	7
Class TA support groups	TA time (4 classes x 2 groups a week) £2,000	7

Using a wider range of strategies to overcome barriers to learning

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s)
Focus on improving attendance	Deputy Head release time £750	1
Providing curriculum enrichment opportunities and targeted financial support	85% of residential trip costs for the year £2,500 Visit costs for the year £500	3
SEMH interventions for children who are not accessing the curriculum to their full potential (Social Skills/Play Therapy)	Access to Breakfast Club / cooking resources £500 TA time to deliver / resources £250 Therapist time / coordination time £600	2
Support for wellbeing and mental health (ELSA/L2M)	TA time to deliver / resources £500	2
Interventions to increase parental engagement and to ensure there is equity for pupils (PFSA)	Assistant Head time – coffee morning / coordinating PFSA £500 Ongoing access to IT equipment £500	All
Weekly pastoral care meetings	Staff meeting time	1

Total budgeted cost: £50,379

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.

Academic attainment remains effected by lingering effects of the pandemic, this is especially keenly felt in the younger years. We have continued to direct funding to supporting the whole child and their families. Through parental and pupil voice activities this has been proven to be a wise and well received move that has borne fruit with children attending school, settling quickly to their learning and allowing for greater academic plans this year.

Attainment – In Maths, Reading and Writing, average attainment for Pupil Premium children (FSM, Ever 6 and Service) is lower than their peers. This is not unexpected given children’s relative starting points, learning lost due to the pandemic and our previous data picture.

Progress – Average progress for Pupil Premium children (FSM, Ever 6 and Service) is in line with their peers for Writing, but below for Reading and Maths.

Unlike previous years our PP children have not continued to close the existing attainment gap to their peers, this has been factored into the 2023-24 strategy, with a return to a more academic focus in our Pupil Premium spend.

Cohorts	Maths		Reading		Writing	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
	WA +	Expected +	WA +	Expected +	WA +	Expected +
Pupil Premium (30)	77%	90%	67%	83%	50%	87%
All pupils (Y1-6) (101)	81%	99%	76%	90%	60%	87%

Externally provided programmes

Programme	Provider
Manga High – online maths activities	Manga High
TT Rockstars – online timetables activities	TT Rockstars
Accelerated Reader – online reading intervention / tracking	Renaissance
Spellzone – online structured spelling intervention / tracking	Spellzone

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Providing 1to1 nurture support for pupils whilst parents are on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Pupils were supported and had 'talk time' to enable worries and upsets to be shared.• TA liaised with class staff and senior leaders to ensure holistic support approach for identified pupils.