

Abbey Grange C of E Academy

# **Pupil Premium Strategy Statement**

# **2023-24**



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Caygill-Boothroyd
Pupil premium lead	Lauren Bennett
Governor / Trustee lead	Sam Low

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133, 260
Recovery premium funding allocation this academic year	£12, 180
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£145, 440</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Manston St James our intent is for all of our pupils to make good progress, access a rich, broad and challenging curriculum and to develop skills and attitudes to learning which will prepare them for the next stage in their education. The focus of our pupil premium strategy is to support this goal; to ensure that, irrespective of pupil backgrounds and individual barriers, all our pupils have the chance to succeed and flourish. We want our children to make good progress and achieve well across all subject areas, whilst developing a love for learning.

At Manston St James we strive to understand our pupils and the challenges they face. We look at wider vulnerabilities, including social care involvement, young carers, bereavement, and other factors which disadvantage our pupils. We intend to support any pupil or groups of pupils we have identified as being socially disadvantaged to reach their full potential.

Quality first teaching is central to our approach, with professional development and leadership at all levels focusing on areas in which disadvantaged pupils require the greatest support. By focusing on our disadvantaged pupils and driving forward the quality of their provision and progress, we intend to improve the offer for all pupils and in turn raise attainment and progress for all.

Leaders share analysis of data and identification of underachieving pupils to ensure a shared understanding of the strengths and weaknesses across school. Decisions pertaining to improvement strategies are research-led, with the aim of creating the greatest impact and sustained improvement.

As part of our wider school plans for education recovery we are creating expertise and capacity within our existing staffing to run effective interventions and in addition, securing additional capacity through the use of external support via the National Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils. We aim to use robust diagnostic assessment, responding to common areas of challenge and identifying individual pupil needs, acting early to intervene at the point of need.

With our focus on quality first teaching, approach to assessment and deployment of teaching and support staff, we intend to narrow the gap between disadvantaged and non-disadvantaged pupils.

All staff understand and take responsibility for disadvantaged pupil outcomes. All staff hold high expectations for all pupils at Manston St James. In order to achieve our objectives and overcome identified barriers to learning we will provide:

- all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- a further 2-year focus on oracy to develop skills which will support all pupils to achieve
- targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- staff members to support vulnerable children and families with attendance.
- appropriate nurture support to enable pupils to access learning within and beyond the classroom through staff trained in the Thrive approach

We know that success and achievement in reading beyond primary school is rooted in children learning to, and engaging with, reading at an early age; we invested in Read Write Inc to support us in achieving this. Through continued CPD and coaching, we continue to embed the use of the scheme, developing high-quality and consistent teaching of early reading. We recognise that embedding strong decoding skills is only the foundation of developing young readers and that we also need to:

- instil a passion and love for reading
- ensure that children are exposed to a range of high quality texts
- further develop fluency for all children
- develop children's comprehension skills

A variety of strategies and approaches are being used and developed in school to ensure the high profile of reading, both in school, and amongst our children and families. Our approach to the teaching of reading in KS2 is whole class reading, which is a forensic reading approach and one of the big five ideas within the Trust.

We recognise that social and emotional needs, particularly for our vulnerable learners, create barriers to learning; this has further been impacted by COVID. Our skilled and trained Thrive practitioners support our children to overcome gaps in their social and emotional development through tailored 1:1 and group sessions. This is coupled with a high quality RSE curriculum and a whole school focus on nurturing and supporting our children. Engaging, and working closely with, our families, supports social and emotional needs for all involved and is a focus in school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance (including persistent absence):</b> school attendance data shows that the attendance of PP children is lower than those of non-disadvantaged pupils; this is particularly noticeable for persistent absentees.</p> <p>Attendance for our disadvantaged pupils (92.2%) is lower than that of our non-disadvantaged pupils (95.1%).</p>

	Persistent absence remains a challenge in school, with the percentage of disadvantaged PAs (21.5%) almost double that of our non-disadvantaged PAs (13.2%).
2	<p><b>Attainment in Reading, Writing and Maths:</b> evidence of gaps in learning, owing to disruptions in education, continue to impact achievement. Our focus, following monitoring and analysis in school, are:</p> <ul style="list-style-type: none"> <li>• Developing secure number sense for all children.</li> <li>• Improving recall of number facts, including times tables.</li> <li>• Developing fluency in reading for children of all ages.</li> <li>• Improving understanding and comprehension skills for older children.</li> <li>• Developing handwriting through focus on fine motor development and supporting correct letter formation and joins.</li> <li>• Improving spelling and drafting and editing skills in writing.</li> </ul>
3	<p><b>Phonics and Early Reading:</b> it is evident that there are gaps in phonics knowledge and reading fluency for children in school, predominantly our younger children, but also our older children. Evidence indicates that disadvantaged and vulnerable learners generally have greater difficulty with phonics than their peers. Opportunities to develop key skills and knowledge and time to regular read aloud to an adult have impacted reading development.</p>
4	<p><b>Wellbeing:</b> discussions with our families and children, along with the behaviours seen in school has shown the negative impact that COVID had upon their mental health.</p>
5	<p><b>Oracy – speech, language and communication:</b> many of the children at Manston St James show difficulties and lack confidence when asked to share and discuss their ideas. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in children from reception through to KS2 and generally, these gaps are more prevalent amongst our disadvantaged pupils.</p>

## 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><b>Attendance:</b> To achieve and sustain improved attendance and reduce persistent absence for all pupil groups, particularly our disadvantaged pupils.</p>	<p>By the end of 2023-24 academic year, attendance data is at or above national for all groups and attendance data for disadvantaged pupils is in line with whole school data.</p> <p>Persistent absence rates reduce to in line with national.</p>
<p><b>Attainment in Reading, Writing and Maths:</b> To raise attainment and progress for</p>	<p>Progress is in line with, or exceeding, expectations in all three subjects by the end of KS2.</p>

disadvantaged pupils in reading, writing and maths across school.	KS2 outcomes in 2024-2025 show that most disadvantaged pupils will have met their targets in reading, writing and maths.
<b>Early Reading and Phonics:</b> To raise attainment in reading and phonics amongst disadvantaged pupils in KS1.	<p>Read Write Inc assessments show that children are making progress from their starting points at each assessment window.</p> <p>Children have a passion and love for reading, taking joy in reading for pleasure. This is evident through pupil and parent voice.</p> <p>Children are reading fluently and are engaging with reading, providing the foundations for independent, confident readers as they move through school.</p>
<b>Wellbeing:</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Further development of the Thrive practitioners' team.</p> <p>Evidence of Thrive approaches used by all staff in school through observations.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• CPOMs data shows a reduction in the number of pupil dysregulating</li> </ul>
<b>Oracy:</b> improved oral and language skills and vocabulary amongst disadvantaged pupils.	<p>Quality assurance shows opportunities for pupils to learn through talk and talk in lessons is explicitly planned.</p> <p>Assessments and observations indicate improved oral language and vocabulary amongst disadvantaged pupils.</p> <p>Children can clearly articulate their learning and are confident communicators by the end of KS2.</p> <p>The oracy strategy is understood and supported at all levels.</p>

## 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: £8,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention for support staff to include Success@Arithmetic Calculation and Number Sense, RWI training and Alpha to Omega training Success at Arithmetic Intervention. Delivery by two TAs trained in its use to small groups of 4 pupils	The EEF toolkit states that teaching assistants can provide a large, positive impact on learner outcomes and the greatest impact is where staff are trained in specific interventions. Success@Arithmetic data shows an average of number age gain of 14.5 months in 4 months – over three times the expected rate of progress. Phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.	2 and 3
Writing CPD to support quality first teaching across school and required release time	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> CPD to focus on refining practice and implementing new elements lead by the recommendations in this research and based upon the current practice in school.	2
Improving the use of RWI through CPD and weekly coaching to ensure consistency and develop outstanding practice.  Our reading leader and SLT continue to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/phonics-eeef">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  Research shows that children who are not read to regularly at home have a low word acquisition. The most effective route to close this gap is for children to be taught systematically to read as soon as they	3

<p>access CPD and support from Trust lead practitioners.</p> <p>Bespoke CPD programmes developed for all staff delivering the RWI.</p>	<p>begin school so that they do not have to rely on adults. See DfE 'The Reading Framework' July 2021: <a href="https://www.gov.uk/government/publications/the-reading-framework">The reading framework - GOV.UK (www.gov.uk)</a></p> <p>RWI, which is used in school, it is on the list of validated synthetic phonics programmes, which supports the recommendation from the DfE 'The Reading Framework' which states that '<i>an appropriate systematic, synthetic phonics scheme implemented with fidelity and highly skilled practitioners</i>' will support progress in reading.</p> <p>Research also indicates that engagement in reading is strongly correlated with reading performance and those who are not engaged in reading are often from lower socioeconomic backgrounds, which is why learning to read as soon as children start school is especially important for our pupil premium children.</p> <p>The benefits, and positive impact, of using a coaching model to support staff to improve their practice, alongside collaborative and sustained CPD is evidenced by research from 'The Centre for the use of Research and Evidence in Education: <a href="https://www.curee.org.uk/">Mentoring and coaching - a central role in professional development   Centre for the Use of Research &amp; Evidence in Education (CUREE)</a></p>	
<p>Diagnostic assessment, eg. for dyslexia</p>	<p><a href="#">Research   Nessy</a></p> <p>Screening to ensure 1:1 tuition is targeted at the pupils who need such an approach.</p>	<p>2 and 3</p>
<p>Embed and further develop our oracy practice in class including raising the profile of oracy across all subjects; teaching specific oracy skills and engaging our pupils in a range of different talk types.</p>	<p><a href="https://educationendowmentfoundation.org.uk/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and later learning in their school lives.</p> <p>The average impact of oral interventions is approximately an additional six months' progress over the course of a year. Some studies also report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Evidence from the 'Oracy All Party Parliamentary Group for Change (Oracy APPG)' <a href="https://www.inparliament.uk/">Speak for Change Inquiry - report launched April 2021   Oracy APPG (inparliament.uk)</a> highlighted compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students.</p>	<p>5</p>



	<p>Evidence shows that engaging in high quality oracy practices during lessons:</p> <ul style="list-style-type: none"> <li>• can improve academic attainment</li> <li>• underpins literacy and vocabulary acquisition</li> <li>• supports wellbeing and confidence</li> <li>• improves life chances by providing access to employment due to better academic outcomes and greater confidence</li> <li>• develops citizenship and agency as oracy is critical in giving children and young people a voice, literally and figuratively.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring with a focus on reading and maths development. This will include phonics, early reading, writing and maths for pupils most in need.	<p>Tuition targeted at specific skills and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Targeted and structured use of teaching assistants placed and acting upon need, with a focus on developing English and Maths skills, including focus on those pupils who are high attaining.</p> <p>Monitoring and evaluating processes are developing to ensure maximum impact of agreed targeted interventions.</p>	<p>EEF research states, 'teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The greatest impact is where staff are trained in specific interventions'</p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2

Tutor Trust and Y6 focused intervention to provide small group and 1:1 tutoring for KS2 pupils whose education has been most impacted over the last two years. The majority of pupils will be disadvantaged and will include high attaining pupils.	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment provided by tutors can be used to assess the best way to target support.	2
Assessments which further support teachers in identifying pupils' gaps in learning to implement appropriately targeted quality first teaching and interventions. We will continue to use the NTS reading assessments, alongside MARK which identifies and generates SHINE intervention materials.	<p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The assessment data from NTS and the use of MARK will provide accurate gap analysis and targeted resources to support in the delivering of these interventions.</p>	2

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

Budgeted cost: £64,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Home Partnership Team, supported by Trust colleagues, to focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to	Working together to improve school attendance - GOV.UK (www.gov.uk) The DfE guidance has been informed by consultation with schools that have significantly reduced levels of absence and persistent absence. Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)	4

progress appropriately.		
To provide nurture breakfast club place to PP pupils with attendance and/or SEMH needs and weekly 'nurture' cooking sessions	Working together to improve school attendance - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> ) Nurture breakfast to be part of the offer where this is seen to remove the barrier to attendance. Cooking and other Thrive sessions to be used to support pupil relationships with their key adults and the pastoral team	4
Develop THRIVE provision and support social and emotional development of pupils.	A 2018 review commissioned in response to the Green Paper, 'Transforming children and young people's mental health provision' included the Thrive approach as an initiative that promotes positive mental health (DfE 2018)  <a href="#">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015). <a href="#">Impact of Thrive   The Thrive Approach</a>	4
Raising the profile of attendance in school, including consistent, key and clear messages delivered by all staff.	<a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> The DfE guidance is aimed at improving and securing high levels of school attendance and supporting schools, trusts and governing bodies to do this. A particular focus is around the support that should be given to families – including for pupils who are persistently and severely absent or at risk of becoming so.	1

**Total budgeted cost: £145, 440**

## 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.

Children's mental health and well-being was a key area of focus across school and additional time was given to this in the curriculum. The Thrive intervention successfully supported the well-being of vulnerable pupils and their families. Thrive practitioners also delivered further training to staff to ensure that they were able to support children in their class on a daily basis. This rigorous approach to pupils' mental well-being will need to continue as many of the pupils' identified needs will take time to be resolved or for pupils to develop the skills to be able to manage these. There is also a strong uptake across all our school community for our before and after school provision and enrichment activities with strong participations amongst our disadvantaged pupils.

The strong home school partnership team has effectively supported children and families. This has allowed more challenging conversations around poor attendance to be able to take place in a way which is supportive to families.

Although outcomes for all children in year 6 were below FFT50 targets and national, in reading, SPAG and maths our disadvantaged pupils outperformed our non-disadvantaged pupils. In other classes, there remain gaps between our disadvantaged and non-disadvantaged pupils; these gaps are cohort specific.

In EYFS the percentage of disadvantaged pupils who achieved a good level of development was below that of their non-disadvantaged peers, however significant in year progress was made from baseline to end of year assessments. In some areas of learning, such as writing and literacy, disadvantaged pupil outperformed their non-disadvantaged peers.

While attendance continues to be a priority, end of year attendance for both disadvantaged and non-disadvantaged pupils is above national. Although persistent absentees is below the national average for all pupils, school continues to prioritise this.

There remains a gap in phonics across KS1 between our disadvantaged and non-disadvantaged pupils. School has acknowledged this and high quality coaching and CPD has been put in place for all staff to ensure fidelity to the scheme.

## Externally provided programmes

Programme	Provider
Times Table Rockstars	TTRS
Read Write Inc	Oxford Owl/ Ruth Miskin
Team Teach	Leeds City Council
1:1 Tuition	Tutor Trust

## Service pupil premium funding (optional)

Measure	Details
How our service pupil premium allocation was spent in the last academic year.	
The impact of that spending on service pupil premium eligible pupils?	