

Pupil premium strategy statement –Abbey Meads Community Primary School (AMCPS)

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---------------------|
| Number of pupils in school | 407 |
| Proportion (%) of pupil premium eligible pupils | 19.9% (81/407) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2022-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Bob Buckley |
| Pupil premium lead | Michaela Cunningham |
| Governor / Trustee lead | Lisa Hume |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £119 880 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £119 880 |

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Meads Community Primary our aim is to develop conscientious, free-thinking children with a love of learning.

We are a 2-form entry primary school in the northern development of Swindon, Wiltshire. There is a Nursery on site, run by the school, which takes children from 3 years of age. We have 23% of pupils who have English as an Additional language and, the 2024 Geodemographic Profile data, shows 21% of our pupils live in the 30% most deprived postcodes in England. This is highest in the younger Year groups: Reception are 23% and Year 1 24%. For our Year 2 Cohort this figure is particularly high at 32%.

For us, early intervention is key and we are focusing on language development with an emphasis on developing vocabulary, oracy/speaking and reading. We are continually looking to refine our practice in this area and to engage parents and carers in the importance of this as well as providing targeted interventions for the children.

We strongly believe in the development of the whole child and we want to equip our children for life in the 21st century. We provide a wealth of opportunities across the year groups in order to improve the life chances for all our educationally disadvantaged children. Among the things on offer, Years 4 and 5 learn to play the recorder with Swindon Music Service, and all children have dance workshops led by Swindon Dance throughout the year. Children have opportunities to take on responsibilities through roles such as School Council, Active Life Ambassadors, Peer Mediators and Language Ambassadors. All children have the chance to attend Teacher led clubs throughout the year which cater for a range of interests from sports to Lego to chess.

We have a strong ethos of inclusion throughout the school and foster a compassionate approach towards engaging and supporting both our children and their parents/carers. Our staff have a shared understanding of the impact of disadvantage on children's learning and recognise the import role they play in addressing that. We have a strong pastoral team who, by their presence outside on the gates at the beginning and end of the school day, are seen to be approachable. To promote parental engagement, we have weekly newsletters, Family Learning events, Parent drop ins and opportunities to visit to watch lessons in action.

Our Senior Leadership Team (SLT) have the quality of children's learning experiences as a key focus. They provide ongoing monitoring across the school and work with Year groups to facilitate collaborative team planning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Language skills and acquisition of vocabulary.</p> <p>On entry to Reception in 2022, only 15% of PPG children were assessed as on track in Speaking compared with 47% Non PPG.</p> <p>In 2023 on entry data, the figure was 33% of PPG assessed on track compared with 64% Non PPG.</p> <p>In 2024 the on entry data shows a very similar pattern – 33% of PPG are on track compared to 66% Non-PPG. This is also impacted on by a lack of reading/listening to high quality children’s literature. This will have an impact on reading progress as the children go through the school.</p> <p>The children entering Reception in 2024-25 are those who were born and spent their formative period for language and social development in Lockdowns.</p> |
| 2 | <p>Lower attainment and rates of progress due to the difficulties of home learning during lockdowns. Some children had greater difficulties learning at home, even when supported by school. This has created some gaps in learning-findings that are supported by national studies. In 2021-2022 data while our PPG children outperformed National data for PPG in all aspects except writing at Expected+ at the end of KS2, the gap between our PPG and Non PPG had increased.</p> <p>In 2023 and 2024 our PPG children outperformed PPG nationally in all aspects at Expected+</p> |
| 3 | <p>Low aspirations and resilience and social and emotional development. For some children there are a lack of positive role models. They need people to believe in them, take an interest and inspire them to be the best they can be. Teacher referrals have increased with pupils receiving additional support with social and emotional needs. We have also seen an increase in families requiring support and interventions and work closely with BKAT Lighthouse Team to support families in need.</p> |
| 4 | <p>Parental engagement. Some parents feel threatened and judged by schools, reflecting on their own experiences. Attendance at Parent Consultation Evenings was lower among PPG parents than Non-PPG.</p> <p>We are monitoring attendance closely, following the DfE Improving School Attendance advice. PPG attendance is 2% lower than Non-PPG (2023-2024), We are working closely with BKAT EWO to support families in order to narrow this gap.</p> |
| 5 | <p>Lack of experiences and opportunities for pupils eligible for Pupil Premium. This limits both their vocabulary and their understanding of the world. We have developed a map for Personal Development ensuring that over their seven years with us, all pupils have a wealth of experiences and opportunities. Financial pressures are also increasing for some of our families making it harder to afford things such as uniform and school trips. We are determined that no child will miss out on any experience due to financial hardships.</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 |
|---|--|
| Improve oral language skills and increase children's progress in reading for pupils eligible for PP. | Assessments and observations will indicate significantly improved language among disadvantaged pupils. This will be seen in other evidence sources such as engagement in lessons, Pupil Voice, book scrutiny and ongoing formative assessment. |
| Improved attainment for disadvantaged pupils at the end of KS1 and KS2 | Outcomes at the end of KS1 and KS2 in 2024/2025 show that more than 60% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils particularly those who are disadvantaged | <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys- both pupil and parent- and teacher observations • A significant increase in participation in school clubs especially by disadvantaged pupils <p>School will support this by ensuring disadvantaged pupils are included at all times, reducing financial barriers</p> |
| Increase parental engagement in their children's learning for families eligible for PP. | <p>Sustain high attendance from 2024/2025 shown by:</p> <ul style="list-style-type: none"> • No gap in attendance for our disadvantaged pupils • The overall percentage of all pupils who are absent is no more than 4% and there will be no gap in attendance for our disadvantaged pupils <p>Each PP family attends at least one school-based engagement event to support their child in their learning.</p> |
| To enhance our pupils' personal development skills, ensuring our pupils have a rich and varied experience over their seven years within our school community. | Each Year group has mapped out a range of additional experiences to enrich the curriculum. There are opportunities in each year group across a range of areas including Creative, Sport & Fitness, Life |

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| | Skills, Cultural Capital and Field trips in the local area. |
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continuing CPD for all staff on the development of teaching of oracy and reading skills</p> <p>Working with Ramsbury English Hub to develop our implementation of our new Phonics scheme</p> <p>Phonics Lead has weekly release in order to coach and monitor</p> <p>Developing language rich environments</p> <p>Identifying key vocabulary to be taught across the curriculum for each age group. SLT will monitor the planning of these and acquisition through Pupil Voice.</p> | <p>There is clear evidence that the rate at which children develop language is dependent on the amount of input they receive from the adults and peers around them. It is crucial that we create a language rich environment in school.</p> <p>https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p>The EEF Toolkit identifies the teaching of reading comprehension skills as having very high impact for very low cost with gains of 6+ months</p> | 1, 2 |
| <p>Key Stage Leader monitoring will act to review if there are any gaps in learning and, where necessary, will advise teachers and liaise with SENDCo to provide additional support.</p> <p>Key Stage Leads provide opportunities for modelling /</p> | <p>Key Stage Leads are provided with time out of class on a weekly basis. A range of monitoring will occur across the year. This includes pupil voice, book looks, planning scrutiny, lesson observations and learning walks.</p> <p>The findings are fed back to staff and key themes acted upon to enhance the planning and teaching across the school.</p> | 1, 2 |

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| coaching and collaborative planning | | |
| <p>Improve the quality of social and emotional learning.</p> <p>We will continue to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.</p> <p>These are supported by the school Behaviour Policy. This has been shared with all staff, children and parents. The Behaviour Lead holds regular meetings with staff throughout the year to reinforce</p> <p>The School Councillors have taught calming strategies to each class</p> | <p>There is extensive research showing the link between childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF shows school approaches to self-regulation have low cost, but high impact with the potential for a gain of 7+ months</p> | 3 |

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

Budgeted cost: £30 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional Phonics intervention targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Audit from Ramsbury Hub and new resources from chosen scheme used to teach Phonics throughout</p> | <p>The EEF Toolkit has extensive research which show this to have a high impact for very low cost. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Gain is 5+ months</p> | 2 |
| <p>TalkBoost in FS2 and Year 1. Interventions will take place for children identified with potential language difficulties.</p> <p>Teaching of reading in Reception and Year 1- additional adults daily to enable small group targeted teaching of reading.</p> | <p>On entry to Reception some children will require further support to bring them up to Age Related Expectation.</p> <p>EEF shows an Early Years Intervention can give an average of 5 months progress.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to</p> | 1,2 5 |

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| | <p>those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Gain is 4+ months</p> | |
| Pastoral support to lead a range of social and emotional interventions | EEF shows that social and emotional learning has a moderate impact of 4 months for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning. | 3 |

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

Budgeted cost: £24880

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Provide 1:1 and group counselling sessions for vulnerable pupils.</p> <p>Support from Lighthouse for parents through Parent Support Advisors, parenting courses and Family Workers.</p> | <p>EEF Toolkit shows Social and Emotional learning has a gain of 4 months + for low cost. However targeted interventions increase this gain to 6months+.</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in well-being and mental health, yielding improved pupil attainment. (Banerjee et al. 2014)</p> | 3 |
| A range of opportunities provided in school across the curriculum eg music lessons (KS2) dance lessons from specialist teacher | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EEF shows this to have a moderate impact for low cost Gain of 3+ months</p> | 5 |
| Support with funding cost of out of school trips and experiences | Some families are unable to contribute towards these. The school will support | 5 |

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| including residential visits and swimming | financially PP families/carers with this so that no child is disadvantaged. | |
| Engage parents with their children's learning by providing a range of opportunities to engage with school eg Open Hour, parent workshops, targeted individualised support | EEF Toolkit show this has an impact of 4 months+ Parents are invited to targeted practical workshops in Y1 for Phonics and Y4 for Multiplication check. Parent workshops are held throughout the year. The aim of these is to provide practical fun activities that parents and children can do at home to support the children's learning. There are also fortnightly Parent drop ins – opportunities for parents to meet with the Pastoral Team to look at strategies to support well-being and mental health. | 4 |
| Embed the principles of good practice set out in the DfE's Improving School Attendance Advice. Liaise with BKAT EWO to improve attendance especially of those with ongoing attendance/lateness concerns Release staff so PCEs can take place in the day to offer PP / vulnerable parents the chance to attend whilst child is in school. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Contingency fund for acute issues | We have identified a need to set aside a small amount of funding to respond to needs that have not yet been identified | All |

Total budgeted cost: £119 880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment Results 2023-2024

- GLD 73%
- Phonics Y1 83% PPG 67%
- Phonics Y2 83% PPG 71%
- End of KS1 Teacher Assessments:
 - Reading 67% PPG 47%
 - Writing 60% PPG 29%
 - Maths 63% PPG 35%
- End of KS2 SATs/Teacher Assessment:
 - Reading 88% PPG 80%
 - Writing 78% PPG 65%
 - Maths 86% PPG 80%

Our outcomes for PPG at the end of KS2 were above national data in all subjects. In 2023-2024. 70% of our disadvantaged pupils achieved age related expectations in Reading, Writing and Maths compared with 44% nationally.

Attendance in 2023-2024 was maintained at 95% and is in line with National data (94.5%). Absence among disadvantaged pupils was remained higher than non-disadvantaged. Attendance remains a key focus of our current plan and we working closely with BKAT EWO to support families.

Through observations in school, the requests for additional support and talking to parents it was clear that both pupil well-being and mental health has been significantly impacted as has that of parents. Waiting lists locally for support are lengthy, but we are fortunate to be able to run our own support within school and have BKAT Lighthouse. This is valued by parents as shown by their comments. There is also an increased pressure on finances with the cost-of-living crisis. We are seeing an increase in families asking for support for trips. Recycling our lost property has helped with uniform costs with FOAMS (Friends of Abbey Meads School -our PTA) running a free school uniform exchange. Through partnership with one of our Community users, we were able to provide nearly 50 families with food hampers at Christmas

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------------------|-----------------|
| Unlocking Letters and Sounds | Ransom |
| | |