

Pupil Premium strategy statement: Abacus Belsize Primary School

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Abacus Belsize Primary School
Number of pupils in school	160
Proportion (%) of Pupil Premium-eligible pupils	16.25% (26 children)
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024/25- 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	<i>Melissa Chandler (Headteacher)</i>
Pupil Premium lead	Miriyan Sikkens (Deputy Headteacher)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£31,080
Recovery Premium funding allocation this academic year	
Total budget for this academic year	£31,080

Current Attainment 2024	PP 2024	Non-PP 2024	PP nat ave
Proportion attaining expected standard in Reading	100%	89%	62%
Proportion attaining expected standard in Writing	100%	100%	58%
Proportion attaining expected standard in Maths	100%	89%	59%
Proportion attaining expected standard in Combined	100%	89%	45%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflection on 2023-24 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
<p>1. Children from disadvantaged backgrounds and SEN will make accelerated progress through targeted support and QFT.</p>	<ul style="list-style-type: none"> - A robust monitoring system developed with the SENDCo allowed for careful tracking of children on the SEN register - KS2: One disadvantaged child on the SEN register achieved combined GDS in KS2 - KS1: one disadvantaged child also on the SEN register did not make ARE across the KS1 curriculum. Rapid progress was made for this child from very low starting points based on internal tracking of data. - Phonics: one disadvantaged child on the SEN register did not meet the standard for the phonics check, however support given showed a rapid impact on reading capabilities based on internal tracking of data.
<p>2. Children from disadvantaged backgrounds will receive additional phonics support earlier.</p>	<ul style="list-style-type: none"> - phonics support was identified for disadvantaged children from September and interventions started with 1:1 and small groups - Phonics lead led a robust monitoring and assessment cycle, ensuring that children in years reception-2 and KS2 were identified early and interventions were in place - All KS2 disadvantaged children made rapid progress in catch-up sessions and no longer needed these sessions by the end of the academic year - In year 1 (3 children), 33% met the required standard - In year 2 (4 children), 75% of disadvantaged children met the required standard
<p>3. Children from disadvantaged backgrounds will have additional enrichment and enhancement opportunities</p>	<ul style="list-style-type: none"> - All disadvantaged children took up the offer of two free clubs each term at Abacus, this was a range of school-provided and outside club provider sessions (arts and crafts, free play, sports, musical theatre) - Disadvantaged children visited houses of parliament and took part in a speaking workshop- anecdotal evidence suggested nervousness at the start of the session and confidence by the end to speak out in front of a whole group - Disadvantaged children were priorities during school trips, ensuring that class teachers gave them focus and support to access additional learning and building cultural capital - All disadvantaged pupils were offered half-price trips and, in some instances, school covered the costs. This included years 5/6 residential - Disadvantaged pupil's families were supported at the school summer fair so that they were able to participate in activities without additional cost
<p>4. Children from disadvantaged backgrounds will have additional resources provided to them, specific to their interests and needs.</p>	<ul style="list-style-type: none"> - Uniform packs were provided for families - Swimming kits were purchased for one family so that they were able to participate in additional swimming lessons - Resource packs were purchased for children, giving additional resources to complete homework or homework projects - Phonics resource cards allowed KS1 children to mirror learning in class phonics lessons and have additional opportunities to practise at home - Books were purchased for home/ school to support a love of reading in series of interest- this increased independent reading for these key children

	- All children currently accessing play therapy are disadvantaged
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Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Disadvantaged children are achieving lower results in the year 1 phonics check and year 2 re-sit than non-disadvantaged peers
2. Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4. Children from disadvantaged backgrounds continue to have fewer enrichment opportunities outside of school time.
5. Attendance for disadvantaged children is slightly below that of the whole-school attendance figures

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Phonics outcomes for disadvantaged pupils will increase.	<ul style="list-style-type: none"> - Disadvantaged children will receive phonics interventions and support early, allowing for time to make rapid progress - Disadvantaged children will meet the standard for phonics, previously 32/40 words correct - Disadvantaged children will be monitored by phonics lead across the school, ensuring that there is no delay to rapid catch-up interventions - Opportunities for 1:1 reading for disadvantaged children will be priorities and lead to developed fluency
Reading and writing outcomes for disadvantaged pupils will increase.	<ul style="list-style-type: none"> - Enhancement of literacy tree programme will ensure learning opportunities for disadvantaged pupil lead to increased outcomes, increasingly in line with age related expectations - Hook lessons will be prioritised to give disadvantaged children additional background knowledge to access writing units - Key vocabulary and background knowledge will be prioritised in daily reading lessons to provide all children with background knowledge to access reading and make links, increasing understanding and comprehension - Interventions will be identified early, ensuring that short, sharp sessions impact on progress within the classroom - All vulnerable pupils will be discussed in half-termly pupil progress meetings

<p>Oral language skills for disadvantaged pupils will develop.</p>	<ul style="list-style-type: none"> - Explicit oracy sessions will develop all children’s understanding of talk and language - Discussion guidelines and sentence support structures will be displayed in classrooms and referred to, to give support to all vulnerable children - Additional oracy sessions will target disadvantaged pupils and raise their speaking - All children will be taught HOW to talk and will develop learning THROUGH talk, raising outcomes for all
<p>Enrichment opportunities will support the development of cultural capital.</p>	<ul style="list-style-type: none"> - Enrichment trips calendar will ensure all vulnerable children have access to a wide range of enrichment opportunities - All staff will plan how to focus disadvantaged children on enrichment trips, building cultural capital - Disadvantaged children will be encouraged and support to participate in enrichment activities (school council, Royal Albert Hall performance, school summer fair etc) to further build cultural capital
<p>Attendance for disadvantaged pupils will be in line with the whole school.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will be prioritised by attendance lead and SLT so that drops in attendance are addressed quickly - Individual families will be supported as needed to ensure that they are in school, the few disadvantaged families with poor attendance will improve compared to last academic year

Actions to address the challenges listed above.

Teaching Budgeted cost: £15,000

<p>Action (Challenge addressed)</p>	<p>Staff lead</p>	<p>Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i></p>	<p>Implementation review <i>(when/what/who)</i></p>
<p>Delivery of phonics lessons by all staff will be of high quality, including subscription for Little Wandle and access to training sessions and assessment tracking resources. (priority 1,2)</p>	<p>MT</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence shows systematic and effective phonics teaching raises attainment for all children, particularly for fluency development.</p>	
<p>Enhancement of Literacy Tree programme, including ‘writing for real’ opportunities and wider curriculum reading opportunities in line with DfE and EEF guidance. (priority 1, 2, 3, 4)</p>	<p>MC</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	

		Quality first teaching using a range of strategies outlined in EFF guidance raises attainment and has the greatest impact on progress.	
CPD sessions target effective delivery of the core and wider curriculum, including specific scaffolding and support for all vulnerable children. (priority 1, 2, 3)	All SLT	Effective Professional Development EEF (educationendowmentfoundation.org.uk) CPD sessions focussed on delivery of high-quality lessons and specific subject knowledge CPD has been shown to impact on children’s outcomes.	
Further development of the school’s oracy to move beyond teaching children HOW to talk to learning THROUGH talk. (priority 1, 2, 3, 4)	MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have a positive impact on children’s outcomes, particularly children from disadvantaged backgrounds.	
Implementation of handwriting lessons to support transcription and spelling. Investment in handwriting lined books, visualisers and handwriting aids to support implementation. (priority 2)	MC	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EFF guidance that fluency in the skills of writing through extensive practise, support the development of composition within writing.	

Targeted academic support: Budgeted cost: £5000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (when/what/who)

Phonics interventions will be identified early using the Little Wandle 6-weekly assessment, with interventions given by highly trained staff who are monitored regularly. (priority 1)	MT/ MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Wider interventions will be identified during pupil progress review meetings and will be timetabled to prioritise short, sharp sessions which raise standards. Staff delivering interventions will be highly trained and monitored regularly. (priority 1, 2)	MT/MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Oracy sessions targeted towards disadvantaged and vulnerable children with deputy head teacher. (priority 3)	MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions High impact intervention which has extensive research supporting improvement for vulnerable children.	

Wider strategies: Budgeted cost: £11,080

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (when/what/who)
Attendance tracking and support is monitored to intervene at the earliest opportunity to ensure that families are encouraged and supported to get children to school, and learning is not lost as a result of non-attendance.	MC/ JB	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Targeted support for individual families at Abacus has shown to improve attendance for families at risk of PA.	
Access to play therapist	SLT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

		School internal assessments suggest that access for children with high social and emotional needs to play therapy sessions has an overwhelming positive impact on their ability to regulate within the classroom, allowing them to participate in learning opportunities.	
Enrichment opportunities will be identified to support cultural capital development of vulnerable children. (Including visits to art galleries, places of worship and overnight stays in UKS2)	MS	Ensuring that children are given enrichment opportunities relating to the wider curriculum allows for development of cultural capital and deeper understanding of curriculum areas covered.	
Contingency fund for acute issues.	SLT	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside All 8 to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £31,080

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)
[NFER – High quality teaching for all](#)
[EEF – Teaching and Learning toolkit](#)
[EEF- Teacher feedback to improve learning](#)
[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)
[NFER – Clear responsive leadership](#)

[EEF – Improving mathematics in KS2 & 3](#)
[NFER- Meeting individual learning needs](#)
[EEF – Effective Professional Development](#)
[EEF – Using digital technology to improve learning](#)
[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)