

Pupil premium strategy statement – Bourne Abbey CofE Primary Academy

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	594
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Sarah Moore, Chief Executive Officer
Pupil premium lead	Mr P Houghton, Acting Head of School
Governor / Trustee lead	Mr Stephen Haigh, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,970
Recovery premium funding allocation this academic year	£21,750
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£247,720 Actual budgeted cost: £254,985.60

Part A: Pupil premium strategy plan

Statement of intent

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As an inclusive and caring church school, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

John Wesley

Our work and vision is based on five core values of:

- Integrity
- Equality
- Respect
- Care
- Inclusion

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child's experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all- encompassing. It is for this reason that our aims and curriculum drivers extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life. Our mission statement reflects this.

‘Striving for excellence, caring for all’ within a loving and caring Christian environment.

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence which permeates through every element of school life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, highlights that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and professional discussions indicate that attainment and, in some cohorts, progress of PP pupils falls behind non-PP pupils in school (not service).
2	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.
3	Assessments, observations and professional discussions indicate that oral language skills and communication in Reception (and in other year groups) are lower for some pupils eligible for PP than others.
4	Our monitoring of attendance data indicates that a number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. This reduces their school hours and causes them to fall behind.
5	Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some pupils. These include a lack of confidence compared to many others in school and the impact this has on mental and emotional wellbeing.
6	Our observations and discussions with staff, pupils, parents and teachers have identified social and economic barriers to children developing themselves in the arts and sport.

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
Higher rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able and who have SEND.	The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. KS2 maths, reading and writing outcomes show increased % of pupils meeting expected standard and beyond. All PP pupils make at least good and better progress. The needs of SEND children who are PP are met. All pupils

	<p>have access to high quality first teaching across the school.</p> <ul style="list-style-type: none"> • GLD in EYFS • Y1 Phonics screen • KS1 R,W,M, GPS, RWM combined • Y4 MTC • KS2 R, W, M, GPS, RWM combined
Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability.	At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate and are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths.
Increased confidence of Pupil Premium pupils within their class and around school. Increased involvement in wider school activities (including clubs) and responsibilities e.g. Student Council, UNICEF Ambassadors, Peer Mediators, NOS Champions, clubs and visits.	Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school.
Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.	All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.
Improve the range of cultural capital activities and experiences which PP pupils would otherwise be unable to access.	Access to high quality cultural capital opportunities for all PP children (including educational visits) to ensure a broad and balanced curriculum and a wide variety of experiences.
Ensure that Pupils Premium children are provided with strategies and, if required additional support, to promote positive social, emotional and mental wellbeing.	Pupil Premium are provided with a range of collective and individual strategies to help them build their confidence, resilience and emotional literacy.

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: £207,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on high quality feedback, Teaching and Learning strategies and metacognition. Staff release and training costs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p> <p>Rosenshine’s Principles In Action. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry- Based Teaching. Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006.</p> <p>Metacognition, self-regulation and self-regulated learning: What’s the difference? James Mannion. Impact Issue 8 Spring 2020</p> <p>Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019</p> <p>Identifying instruction moves during guided learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</p> <p>Cognitive load theory, learning difficulty and instructional design. Learning and instruction, 4, 295-312. Sweller, J. (1994)</p> <p>How I wish I’d taught Maths. Craig Barton (2018)</p> <p>Retrieval Practice: Primary: A guide for primary teachers and leaders Paperback – 29 Jun. 2022</p> <p>Myatt and Co. subscription- video library</p> <p>Tips for Teachers Newsletter Myatt and Co. Newsletter</p>	<p>1, 2</p>
<p>Investment in a high level of teaching assistant support throughout the school to ensure</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2</p>

<p>quality interventions can take place</p>		
<p>Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school, including investment in training for teaching assistants and specific leadership days.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p><i>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improve learner outcomes...'</i></p>	<p>1,2,3</p>
<p>High quality and targeted CPD for curriculum leaders to enhance teaching and learning in line with DfE and EEF guidance – including the effective utilisation of the expertise of Abbey Academy Trust's 'Director of Curriculum and Standards' for staff development and CPD</p> <p>Continued Investment and CPD in the development of feedback and marking at the school</p>	<p>Effective formative assessment – Dylan Willam</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads</p> <p>'Eliminating unnecessary workload around marking - Report of the independent teacher workload review groups – 2016</p> <p>http://primarypercival.weebly.com/blog/no-written-marking-job-done</p> <ul style="list-style-type: none"> • Back on Track. Fewer things greater depth. 2020 Mary Myatt • Teach like a Champion 3.0 Doug Lemov 2021 • Rosenshine's Principles in Action Tom Sherrington 2019 • Reflect, Expect, Check, Explain: Sequences and behaviour to enable mathematical thinking in the classroom Craig Barton 2020 • Simplicitus: The Interconnected Primary Curriculum & Effective Subject Leadership 2022 • High Quality teaching '5 a day' <p>file://abbeyacademies.co.uk/Dfs/StaffUserData/BAP/megan.shears/Downloads/Five-a-day-poster_1.1.pdf</p> <ul style="list-style-type: none"> • Retrieval Practice: Primary: A guide for primary teachers and leaders Paperback – 29 Jun. 2022 • Pupil Book Study: An evidence-informed guide to help quality assure the curriculum Paperback – 22 Mar. 2021. Ale Bedford 	<p>1,2</p>
<p>Additional TA employed in KS1 to support early language development and PSED</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Additional TA employed in KS1 to support early language development and PSED</p>

	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to collaborative learning approaches which promote pupils' interaction in groups.</p> <p>Researchers have studied UK children born at the millennium. They found that at age three, the language skills of children in the poorest 20% of the population were, on average, more than 17 months behind children in the wealthiest 20%.</p> <p>These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. (Voice 21 https://voice21.org/why-oracy-matters/)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_-_Poster.pdf</p> <p>Closing the vocabulary Gap. Alex Quigley. 2018</p>	
<p>3 days per week for Assistant SENCo time for AHoS/Ass. SENCo to co-ordinate and monitor interventions</p>	<p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having an Assistant SENCo with one day per week of dedicated SEN time will support further those pupils who are PP and SEN and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. School internal data suggests that there are some SEN pupils who are also PP that are behind their peers in attainment and progress. The role of the SENCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p>	<p>2</p>
<p>Purchase of New Group Spelling Test (NGST) is an adaptive assessment</p>	<p>Spelling- Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. The reports</p>	<p>1,2</p>

<p>which allows termly monitoring of spelling skills, benchmarked against the national average.</p> <p>Purchase of New Group Reading Test standardised, adaptive, termly assessment to measure reading skills against the national average.</p>	<p>provide the Standard Age Score (SAS), allowing you to compare each pupil's performance with other children of the same age, and track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom</p> <p>HIGHLIGHTS:</p> <ul style="list-style-type: none"> • It's adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged • Provides you with a Standard Age Score (SAS), a reading age, Key Stage 2 and progress measures • Includes practical guidance for next steps • Standardised on over 11,700 pupils with its national benchmarks verified each year based on data from half a million pupils • Widely used in Education Endowment Foundation (EEF) reading intervention projects <p>Both programmes are used to ensure accurate assessment that feeds into intervention and classroom support strategies to support individual pupils and then to monitor impact and progress made.</p> <p>https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding#strategies-for-identifying-attainment-gaps</p>	
<p>Continued investment in R, W Inc resources to ensure appropriate provision is available to all pupils, especially PP, maximising progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework July 2021</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>The Reading Framework July 2023</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	1,2,3,
<p>Continue investment in improving social and emotional provision through CPD. This includes an HLTA completing ELSA training and implementing provision with PP children to support their emotional development and consequently academic achievement.</p> <p>Employment of HLTAs with dedicated MHWB time</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Yes, I Can": the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions Roberta Fida, Marinella Paciello, Carlo Tramontano Claudio Barbaranelli, Maria Luisa Farnese https://www.tandfonline.com/doi/abs/10.1080/10615806.2014.969718</p> <p>Self-efficacy in the classroom: the roles of motivation, positivity and resilience http://irep.ntu.ac.uk/id/eprint/42424/</p> <p>Metacognition and self-regulation</p>	2,5

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

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

Budgeted cost: £24,416.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA time to deliver intervention to PP pupils	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Provision Map impact documentation</p>	1,2
Dedicated time for Acting Head of School and Deputy Head to deliver boosters to PP pupils.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
PSHE Programme purchased across the school – Jigsaw	<p>The PSHE curriculum is of paramount importance in ensuring that pupils are prepared to deal with the personal challenges that they may face. After reviewing our provision throughout the academic year 2022-2023 and after Ofsted inspections at Bourne Elsea Park and Colsterworth, the decision was made to implement 'Jigsaw.' In September 2023, 'Jigsaw', a mindful approach to PSHE, was adopted across the school. This programme establishes consistency that gives all teachers the confidence to deliver high quality learning, meeting all statutory requirements of PSHE and elevates educational outcomes together with supporting Mental Health and Wellbeing.</p> <p>The Jigsaw Education Group is all about empowering children and young people to grow and sustain their own mental health. We do our best to support teachers to show them how. The Jigsaw, the mindful approach to PSHE, teaching and learning programmes do this in a structured and consistent whole-school way.</p> <p>From the expectations of the Early Years Foundation Stage (especially prevalent in Personal, Social and Emotional Development and Understanding the World), children experience the excitement of learning new things about themselves, others and the world around them. Through the topics explored in Jigsaw PSHE, this continues into ages 5-11 as different topics are taught and revisited throughout their primary life. Jigsaw offers the children the opportunity to learn about their own feelings and emotions, how their bodies work, and how to consider other people's feelings and views, right up to empathy with children from other countries who may have to go to work at a young age or walk miles to school in order to gain an education. They learn to value themselves and the opportunities they have and how they appreciate their situations.</p>	1,2, 3

Family Learning for Reception aged pupils – focusing on early reading Release for key reception staff to lead Family Learning.	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.	1,3
Support PP pupils through 1:1 counselling sessions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,5,6
Purchase high quality texts to supplement the range of books in school to support children's understanding of diversity, character education and protected characteristics.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1,5,6
Support EPEP outcomes for LAC pupils by contributing to the cost of learning tutors and wellbeing support for pupils who need to make accelerated progress	Tutoring is one of the most effective tools for helping pupils recover lost education (DfE) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

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

Budgeted cost: £22,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with purchasing uniform, school shoes, PE Kits etc.	Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	5,6
Funding after school clubs, visits, residential visits for PP children	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	5,6
Planning, resourcing and delivering high quality	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in	5,6

first-hand experiences for pupils to build on their cultural capital (e.g. visits out, visitors into school, theme days in school etc)	engaging pupils and improving the quality of writing and associated work.	
Designated teacher (Assistant Head) responsible for monitoring attendance, including PP pupils. Release time and cover to analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils.	<p>Pupils with good attendance records generally achieve higher grades and enjoy school more. Regular school attendance patterns encourage the development of other responsible patterns of behaviour.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2</p> <p>Pupils with no absence are 1.3 times more likely to achieve the end of year expectation at Year 6 and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions.</p>	4,5
Provide additional incentives for PP pupils who are persistent absentees to attend school regularly	achieve the end of year expectation at Year 6 and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions	
PP pupils invited to attend Breakfast Club from 7:30am	<p>The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils.</p> <p>This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils. It argued that breakfast clubs provide an opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of schools who took place in the trial believed that it had an overall positive impact.</p> <p>The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.</p>	4,5
Appointment of outside providers to provide longer and a wider variety of after school activities e.g. Inspire+ Prioritisation of pupils selected for roles.	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	4,5
Contingency fund for acute issues	Based on our experience and those of schools similar to us and within our Trust, we have identified a need to set a small amount of funding aside to needs that have not yet been identified	All
Use of expert Mental Health and Wellbeing First Aider HLTA, in order to ensure children have regular access to a 'listening' ear in order to share worries/concerns	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

Total budgeted cost: £254,985.60

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

We have analysed the performance of our school's Pupil Premium pupils during the 2022/23 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. This report was updated after the ASP revised data that was released in November 2023.

Our SIAMS Inspection Report (May 2023) stated in its key findings that our school is: 'Empowered by the inspirational and dedicated leadership, the school provides a stimulating, engaging and challenging education for all. This promotes curiosity and the pursuit of excellence. Pupils are celebrated as individuals and all are encouraged to be the best they can. This results in a culture of responsibility in the school that looks outward.'

Throughout the 2022-23 academic year the pupils in school have been rigorously assessed and monitored in a variety of ways that support their ongoing needs. Great care has been given to ensure that the children on the SEND register, disadvantaged and PP children are identified and supported as needed.

At AP3, all children were tracked using our provision tracker and meetings held with teachers regarding progress and attainment. Pupils requiring further support were added to our Whole School Provision Map for the Autumn Term 2023. This also includes those children targeted for GDS, SEND or lower attaining pupils. All these children continue to be monitored via the Provision tracker to ensure that interventions and support is having an impact and that all pupils are making progress from their starting points.

Our observations and assessments demonstrated that pupil behaviour was exemplary last year, but challenges in relation to wellbeing and mental health remain. Where assessments demonstrated it was needed, TA support was put in place for children who required additional pastoral care; Mrs Farrar and Mrs Croom each had five afternoons per week to fulfil their Mental Health and Wellbeing First Aider role. This was overseen by Mrs Leafe (Senior Mental Health and Wellbeing Lead).

Our Mental Health and Wellbeing First Aiders worked with many pupils across the school. The regular work undertaken with these children included discussion, learning to understand feelings, playing games, using social stories etc. There was also 1:1 intervention in place for pupils requiring more in-depth support using 'Drawing and Talking'. The children build trusting relationships with them and feel safe to share their worries and anxieties. Safeguarding procedures are rigorously followed should a child disclose anything of a safeguarding nature to the Mental Health and Wellbeing First Aiders. Mrs Farrar and Mrs Croom now trained ELSA (Emotional Literacy Support) leaders – this will further help them within this role.

In Year 6, the attainment of the disadvantaged pupils in reading and maths at both the expected standard and the higher standard are above the national disadvantaged figure. The attainment at the expected standard in writing is in line with the national disadvantaged figure. The attainment of disadvantaged pupils in Writing, Reading and Maths combined at expected is in line with national and at GDS above national. The disadvantaged pupil attainment at GDS in GPAS is above national. This is a positive disadvantaged data picture but we will continue to monitor progress of disadvantaged pupils in reading and writing.

In Year 2, disadvantaged pupil's attainment in all three areas (Reading, Writing and Maths) is lower than that of the non-disadvantaged pupils however this is due to the high percentage of SEND pupils in this cohort. These pupils did make small steps of progress which will continue to be tracked and monitored through the use of PIVATS.

Due to the quality and consistency of the phonics provision across Reception, Year 1 and Year 2 (including a raft of staff CPD to teach Read Write Inc), 73% of Pupil Premium Children who took the test in Year 1 passed the phonics screening check (Local Authority result was 77%; National 79%). 90% of Year 2 pupils at Bourne Abbey reached the pass mark of 32/40 by June 2023.

In Reception, disadvantaged pupils' attainment was higher than that of all pupils in all Prime Areas. Disadvantaged pupils' attainment in Maths and English was in line with all pupils.

Attendance

Attendance of disadvantaged pupils was lower than the whole school average. This needs to be a continued focus for the next academic year to ensure that all PP pupils attend well (please also see detailed analysis of whole school attendance and groups). Disadvantaged children, whose attendance was monitored, were also supported through Child Protection/Child in Need or TAC plans where attendance was a key action.

We continue to ensure we offer a range of rewards for attendance achievements and indeed a raft of rewards for other achievements, for those children who cannot achieve 100% attendance due to medical or other conditions beyond their control.

Peter Bellamy (Executive Headteacher), Paul Houghton (Acting Head of School) and Sarah Moore (Chief Executive Officer) continue to regularly monitor attendance including persistent absentees.

So What? See PP Pupil Premium Strategy Plan for 2023-2024, which includes actions following rigorous monitoring of every year group across the school.