



NURSERY • PRIMARY

ABOYNE LODGE

CREATIVE • CURIOUS • CARING

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Aboyne Lodge Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 -2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Keith Smithard
Pupil premium lead	Rebecca Jones
Governor / Trustee lead	Nadine Farrar-Hockley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,260
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5360
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,620

## Part A: Pupil premium strategy plan

### Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Aboyne Lodge, our aim is to provide a well-rounded education for all children that inspires them to be 'curious, creative and caring towards others'. We hold high aspirations for our disadvantaged pupils and through tracking, personalised provision and monitoring, aim to ensure that they make good progress and attainment through all subject areas. We aim to provide them with wider opportunities and enrichment experiences, supporting their learning, mental health and understanding of cultural capital.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have identified positive and negative outcomes in regards to having such a small percentage of disadvantaged pupils in our school. One challenge that we face each year is encouraging families to apply and identifying eligible children. We aim to continue to improve our communication with families and increase opportunities and resources for reinforced learning at home. As only a small percentage of our children are eligible for this funding, we are able to provide personalised provision and monitor it closely. Decisions will be made on data and evidence and we will respond to this frequently.

A large percentage of our disadvantaged pupils also have SEND and/or EAL. We have identified this as one of the common barriers and an area to support in our plan. Other common barriers to learning for disadvantaged pupils within our setting can include further educational needs; slow speech and language development; low attendance; confidence and self-esteem issues; and access to support at home. Our approach will be responsive to the challenges that these individuals face as well as the common barriers that we have identified through assessment. We will continue to work closely with our SEND department, external support and our tutors.

We acknowledge that high quality teaching is the most important tool in raising attainment in our pupils. We intend to focus on developing the quality of teaching through CPD and accessing high quality resources.

Key principles to our strategy:

- Promote an ethos of equal opportunities and attainment for all. Teachers take responsibility for raising the aspirations and attainment of their students.
- Use an individualised approach to addressing barriers. Plan for early intervention and effective and targeted provision which is reviewed regularly
- Support not only the academic but social and emotion progress of our students
- Leadership support the staff in ensuring quality first teaching.
- Children are challenged and supported in accessing a full and enriched curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	<b>A high percentage of our DA children also have SEN in particular SEMH issues.</b> <i>This means that lots of our DA children find aspects of schooling difficult. We have a number of children with ADHD, SEMH and other specific processing issues. For example, confidence and self-esteem of some of our DA children linked to wellbeing and feeling left behind is low. This means that SEN support, quality first teaching and how we scaffold learning in the classroom is of the utmost importance.</i>
2	<b>A high percentage of our DA children have EAL.</b> <i>In the last two years, we have had a significant number of children arrive new to the school speaking little or no English at all. This means that lots of our DA children accessing the language of learning difficult. We need to consider how we can support these children so that they can access the work without limiting their aspirations.</i>
3	<b>Attendance of our DA pupils is below the rest of the school.</b> <i>Attendance of our DA pupils is below that of non DA pupils (7% lower in 2023-24). We need to continue to develop strategies to ensure that our DA children are in school as much as possible and understand the reasons why their attendance is lower than their peers.</i>
4	<b>Language/speech development among our DA pupils is generally less than the rest of the school.</b> <i>This is partially due to children being EAL, however, the understanding of academic language is less developed meaning that access to topics and making links is restricted. Vocabulary needs to be a focus for teaching staff to enable children to make progress across the subject areas.</i>
5	<b>Limited enrichment experiences.</b> Without support, children who are entitled to PPG are less likely to take part in clubs in and out of school. Currently 22% of disadvantaged children are accessing a club at school. Discussion with pupils and their families show that our DA children are less likely to be taken on day trips and visits out of school and that without financial assistance they would not be able to join in with paid for school activities.
6	<b>Phonics</b> understanding impacts <b>reading</b> and writing outcomes. Pupils entitled to PPG are less likely to pass the phonics test or to be ARE for reading and writing at the end of KS1. Many of our children at school do not have access to reading books at home and are less likely to read with/to an adult at home on a regular basis.

## 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
Improved oral language skills and vocabulary	Children are able to articulate themselves well and have the language and vocabulary necessary to access the curriculum. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Develop the love of reading for all children</p>	<p>Children are more engaged with reading both at school and at home.</p> <p>Improvement is seen in our school reading data as high quality texts are accessed regularly throughout school.</p> <p>Evidence is seen in reading journals that children are more engaged with reading at home. DA children are offered books to keep at home to help to support continued learning at home.</p>
<p>PP students' progress in writing improves across the school.</p>	<p>Most children will make better than expected progress in writing during measurable points of their school lives (Rec – Y2/ KS1 – KS2)</p> <p>The progress gap between DA children and non-DA children narrows.</p>
<p>PP students' progress in maths improves across the school.</p>	<p>Most children will make better than expected progress in maths during measurable points of their school lives (Rec – Y2/ KS1 – KS2)</p> <p>The progress gap between DA children and non-DA children narrows.</p>
<p>PP students' progress in reading improves across the school.</p>	<p>Most children will make better than expected progress in reading during measurable points of their school lives (Rec – Y2/ KS1 – KS2)</p> <p>The progress gap between DA children and non-DA children narrows.</p>
<p>Improved outcomes for phonics</p>	<p>Achieve above national average expected standard.</p> <p>In 2024 50% of the PPG children passed the phonics test compared to 85% non-PPG. Children new to the school with EAL have had an effect on these numbers.</p>
<p>Improve attendance levels of DA children</p>	<p>To ensure that attendance for disadvantaged children is improved and becomes in line with national average for all pupils (95%). Data for 23/24 shows that attendance for DA children is 7% lower than for all children. There are some key families for whom attendance and punctuality is still a concern and this is impacting their learning.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Teachers demonstrate confidence in teaching wellbeing within their class and it is evident in books and displays. (zones of regulation, 5 ways to wellbeing, learning powers/growth mindset, mindfulness)</li> <li>• Increased presence of our wellbeing lead across the school and communications with home.</li> </ul>
<p>To ensure that all pupils eligible for PPG access the same enrichment activities as their peers as part of their year group curriculum.</p>	<p>PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer (Pre-teaching, tutoring, teaching of speech and language, use of knowledge organisers).</p> <ul style="list-style-type: none"> <li>• Cultural capital calendar created for the school to feed into assemblies and classrooms.</li> <li>• Access to a range of trips, clubs and workshops offered.</li> </ul>

To support vulnerable pupils and their families.	Information provided to vulnerable parents including parenting courses, finance. Access to school family support workers. Mental health and wellbeing support. Breakfast and after school clubs offered to families where required.
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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **over the following two academic years** to address the challenges listed above.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 19,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee PP strategy	Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i> EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	All
Purchase and introduce RWI spelling across the school to complement our phonics programme. Purchase RWI reading materials to support our reading programme. Provide staff training.	As stated by the EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF/Phonics</a>	1,2,4,6
Early Nuffield Language Intervention in Reception	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">EEF Oracy Interventions</a>	1,2,4,6
Professional development - Staff training identified through assessment of children's needs and staff voice. - speech and language/oracy for all year groups. - supporting EAL	CPD will be needed for staff to implement this with high effect in the classroom. As the EEF states ' <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i> ' We are also aware that CPD needs to be well-designed and implemented for it to be effective.	1,2,4,6

<ul style="list-style-type: none"> <li>- Understanding trauma.</li> </ul>	<a href="#">Staff CPD</a> <a href="#">EEF improving behaviour report</a>	
Professional Development - Funding of National College Training Suite	As the EEF states ' <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i> ' We are also aware that CPD needs to be well-designed and implemented for it to be effective.  <a href="#">Staff CPD</a>	All
To continue to improve and maintain the reading texts. <ul style="list-style-type: none"> <li>- Improve and maintain the school library and class stock</li> <li>- Provide access to quality and inspiring texts through book packs.</li> <li>- Continue to provide a greater representation in our texts that children of all backgrounds can relate to.</li> <li>- Increase our stock of dyslexia friendly books.</li> <li>- Provide high quality dual language books and dictionaries across all year groups.</li> </ul>	Reading comprehension strategies are high impact on average (+6 months.) Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension (EEF)  <a href="#">EEF/ Reading interventions</a>	1,2,4,6
Purchase Boom Reader to improve tracking of reading	Reading comprehension strategies are high impact on average (+6 months.) Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension (EEF)  <a href="#">EEF/ Reading interventions</a>	1,2,4,6
Purchase resources to support with fluency in class and at home. <ul style="list-style-type: none"> <li>- Times table rockstars</li> <li>- White Rose Maths</li> </ul>	The review below states that ' <i>Given that many pupils who have early knowledge have been exposed to knowledge in the home, a school's decision to rely on provision of a 'maths-rich' environment must be balanced with the needs of pupils who have not had that advantage and who are less likely to choose maths activities that are provided.</i> '  Providing accessible and engaging fluency programmes for our children helps to ' <i>build early acquisition of knowledge which studies shows significantly predicts later success.</i> '  <a href="#">DFE research review in maths</a>	1,5

<p>Increase opportunities for reinforcement of learning at home.</p> <ul style="list-style-type: none"> <li>- Packs developed to support children and families at home.</li> <li>- Resource share in EYFS</li> </ul>	<p>The EEF states that <i>'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p>Where it explains that it is difficult to engage parents in programmes, supportive material than supports the parents skills can be effective at + 5 months (EYFS) and +4 (Primary).</p> <p><a href="#">Parental engagement</a></p>	<p>1,2,4,6</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 8,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tutoring</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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,6</p>
<p>Additional phonics sessions targeted at DA pupils who require further phonics support using resources from our phonics programme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from DA backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period.</p> <p><a href="#">Phonics/EEF</a></p>	<p>1,2,4</p>
<p>Book mark reading programme rolled out across year groups</p>	<p>Reading comprehension strategies are high impact on average (+6 months.) Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension (EEF)</p> <p><a href="#">EEF/ Reading interventions</a></p>	<p>1,2,6</p>
<p>Use of SENCO assistant with experience/ training in dyscalculia and dyslexia</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	<p>1,2,4,6</p>



	<p>Our TA has been carefully chosen for her expertise and interventions will be monitored carefully.</p> <p><a href="#">Teaching assistant interventions</a></p>	
<p>SENCO/Support TA time to work with children to support SEMH. Strategies and programmes used such as 'Drawing and talking', 'Time to talk' and Nurture reading.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,,2,4
<p>TA support specifically for EAL children.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Our TA has been carefully chosen for her expertise and interventions will be monitored carefully.</p> <p><a href="#">Teaching assistant interventions</a></p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oracy interventions</a></p>	1,2,4,6
<p>Swimming lessons including catch up.</p>	<p>DFE guidance states that children are required by the end of KS2 to swim competently, confidently and proficiently over a distance of at least 25 metres. Access to swimming lessons and then catch up sessions to meet this target remains a curriculum requirement.</p>	1,5

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

Budgeted cost: 9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling and mentoring services to support SEMH. Identify children who need further support and referring as appropriate to services paid for by the school eg: learning mentor,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Mentoring</a></p>	1,5



family support worker, counsellor or external services.		
Access to residential trips/ school trips. Trips offered at a reduced cost or fully funded where needed.	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. This is especially effective when trips are linked to writing projects. In Year 5 and Year 6 children also experience time away from home (often for the first time) in our residential trip. EEF also comment on the effectiveness of this. Outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p><a href="#">Day out report</a></p> <p><a href="#">Outdoor learning</a></p>	1,5,
Enrichment opportunities to build cultural capital. Visitors, trips and workshops organised with a cultural calendar/focus in mind.	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	2,4,5
Wider support – clubs/clothing/materials/ book packs	<p>PP students are prevented from being unable to access enrichment opportunities, have resources and equipment required for learning.</p> <p><a href="#">EEF/Arts participation</a></p> <p><a href="#">EEF/Sports participation</a></p>	5
Music lessons	<p>Research shows that <i>'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.'</i></p> <p><a href="#">EEF/Arts participation</a></p>	5

**Total budgeted cost: 38,620**

## 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 2023/24 academic year.

After completing the third year of our three-year plan, we have created a new plan going forward. Some actions have changed although the plan has many similarities when compared to the last one – in essence we aim to create a bespoke plan for individual children who qualify for the Pupil Premium Grant.

In 2023/24, we continued to focus on supporting wider opportunities for our disadvantaged children. We had an uptake of 22% in our school clubs and all children attended all school trips and workshops. (A number that was up on the previous year but still something that we are looking to improve upon). These were chosen carefully to improve cultural capital and included trips to the theatre, St Albans Abbey, Residential trips and STEM workshops. Speakers from different cultures have been invited to speak to the children including a Buddhist Monk and a member of the Humanist community for example, although the momentum on these offerings needs to continue so that children have these wider experiences going forward. Parents with jobs in STEM subjects are invited each year into school during Science week to talk about their experience in the job market. This is something we wish to continue. Over the past two years we have invited local politicians and counsellors to speak to the children, this has included visits from Daisy Cooper MP and The Lord Mayor of St Albans.

All of Y5/6 children in receipt of pupil premium were able to attend their residential trips due to a reduced cost and support to families.

We were also able to offer individual music lessons to children as well as lend a violin and guitar to individual pupils so that they were able to practise their music at home. Evidence suggests that these lessons support a child's wider learning and concentration.

Another focus was providing SEMH support both internally and through external agencies. The Year 6 class received mentoring from 'Positive Minds' through Watford FC, promoting mental health strategies. We also work closely with the Education Mental Health Practitioner who works with children and parents. Reports demonstrate the positive impact that they had on the children's confidence, self-belief and attitude towards learning. All children received sessions about secondary transition with booklets provided through our links with another school to support this.

Internally, children were supported by our learning zone in either drawing and talking or nurture sessions.

As noted in our intent, our approach enables us to personalise support for our small percentage of children. Dyslexia friendly books were used to support some of our children who were finding it challenging to access school books. Through these books, teachers saw an increase in the child's willingness to read in class and confidence/enjoyment of reading. All children are now given dyslexic friendly exercise books with yellow paper, rather than traditional white and teacher's knowledge of dyslexic friendly teaching has increased.

During book week, book packs were distributed to our disadvantaged children and reluctant readers throughout the school to help to boost a love of reading and ensure that reading books were accessible

at home. The school have recently purchased Herts Essentials – a book based approach to supporting English learning.

Tutoring remains a key part of our offer and we intend to continue using the PP grant to fund tutoring for our PPG children Last year they the children were offered 15 weeks of tutoring across the year. Teacher’s reports identify smart targets, which were achieved for all children as well as an increase in confidence and participation during class. Pupil voice also indicated an increase in confidence and progress with smart targets. The catch up fund is no longer available to schools from next year.

Read Write Inc. has been very successful. The school have used 1:1 catch up sessions for all children who need it. Last year 50 % (2 out of 4) of our DA children passed the phonics screening test. This does need to be put into context – all of the DA children who went through the RWI programme from the start passed. The two that didn’t were new to the school in the summer term from overseas. The next steps are to ensure that spelling is prioritised across the school moving up to KS2. Writing continues to be a focus.

Early language Nuffield programme was also very successful in Reception and the children made positive progress throughout. This programme will be adopted again this year.

Each subject leader will continue to be responsible for adapting the curriculum and teaching approach to make sure that disadvantaged pupils are able to access it fully. Oracy has been developed through English and Maths. However more use of the techniques learned need to flow through other areas of the curriculum.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Maths	White Rose.
Read Write Inc.	Ruth Miskin (OUP)
Early Language Nuffield	Nuffield Early Language
Times Table Rockstars	Maths circle
Read Write Inc. Spelling	Ruth Miskin (OUP)
Essentials English	HfL Education

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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### Further information (optional)

Please see below a more detailed action plan following our intended outcomes which identify both funded and non-funded strategies.

At the beginning of the academic year, we send out a parent voice questionnaire to encourage parents to feel part of their child's learning and provision. Where parents do not reply, staff communicate by phone. We also carry out a pupil one-page profile which helps the teachers to identify areas which need supporting. This information is then used to create an individual tracking sheet for each child with information on how we are targeting key areas and a traffic light assessment system. The key areas that we have identified as possibly needing support are: attendance, attainment, behaviour, confidence, SEMH, parental engagement. This recently has been used in conjunction with our class provision map so that our DA children have clear, SMART targets for all areas they are identified (amber/red) as needing support with. These tracking sheets are reviewed once a term in line with our pupil progress meetings and new targets are set. Pupil progress meetings are held with the HT, DH and SENCO with information collated about DA children and shared with Pupil Premium Champion. DA children are a focus in these discussions.

Due to the current cost of living crisis, we have seen a sharp increase in our PP numbers for 2022/23. Our school is now registered to issue food bank vouchers and wrap around support has been offered at school for families who have required it. Reduced cost of uniform and stationery is in place as well as consideration to the frequency and cost of our school trips (also reduced for families in receipt of PPG).