

Pupil premium strategy statement – Abbey Primary School

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	421 plus 29 Nursery pupils
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	September 2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Harris
Pupil premium lead	Rachel Wolfe
Governor / Trustee lead	Laura Wooderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£129,990

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Primary School we strive to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We support all children to achieve their full potential wherever their individual strengths lie. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are 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.

Ensuring that all pupils, including disadvantaged children, achieve good levels of attendance is a high priority. The school's Attendance and Family liaison Officer will work with both children and families to ensure that they are consistently in attendance to access learning that will help them to achieve their full potential.

A cohesive, progressive and aspirational curriculum for all children, delivered through high-quality teaching, is at the heart of our approach. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils will receive opportunities that will enable them to attain in line with their peers.

Our approach is responsive to common challenges and individual needs, identified as a result of mutually trusting relationships between staff and pupils, supported by robust, diagnostic assessment, not assumptions, about the impact of disadvantage.

To ensure our approach is effective, we will:

- Ensure disadvantaged pupils are challenged in their learning.
- Review pupils' needs at regular intervals to ensure the most effective provision is in place.
- Provide opportunities for children that provide enriching experiences and raise aspiration.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations to ensure that they meet their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance A small proportion of parents do not fully recognise the critical role that consistent school attendance plays in maximising pupil progress and achieving their potential.
2	Poor Language Skills Upon entry to the foundation stage, diagnostic assessments and observations demonstrate that many pupils have underdeveloped oral language skills and significant vocabulary gaps. These gaps are particularly pronounced among disadvantaged pupils when compared to their peers.
3	Gaps in Knowledge Assessments, observations and discussions across Foundation Stage, Key Stage 1 and Key Stage 2 highlight substantial gaps in knowledge, resulting in pupils falling further behind age-related expectations in English, particularly in Reading and Writing. Internal data shows that the proportion of disadvantaged pupils achieving the expected combined standard is lower than that of their non-disadvantaged peers.
4	Mental Health and Well-Being Through assessments, observations and conversations with pupils and their families, it has become evident that an increasing number of children are experiencing difficulties with social and emotional development. These challenges directly affect a pupil's ability to learn because they struggle to regulate their emotions during lessons, find it hard to build positive relationships with peers and staff, and often lack resilience when faced with setbacks. This can lead to reduced engagement in classroom activities, self-regulation and lower academic progress.
5	Aspiration Observations and discussions with pupils have highlighted that some disadvantaged children and their families may have lower levels of aspiration. In addition, many of these pupils have limited cultural capital and fewer life experiences compared to their peers which can affect engagement and access to the wider curriculum.

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
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils which will in turn, increase learning time and contribute to accelerated progress.	Sustained high attendance demonstrated by: • closing the attendance gap between disadvantaged pupils and non-disadvantaged pupils • reducing the percentage of all pupils who are persistently absent to below 6%, narrowing the gap between disadvantaged and their peers.
To minimise language poverty across the school, with a strong emphasis on improving outcomes for disadvantaged pupils.	Language is explicitly taught across all subjects, enabling pupils to access a broad and balanced curriculum without barriers caused by limited vocabulary or reading skills. Pupils develop strong reading and comprehension skills to fully engage with all areas of learning.
To improve reading and writing attainment among disadvantaged pupils by the end of KS1 and KS2.	KS1 and KS2 reading outcomes demonstrate that over 80% of disadvantaged pupils achieve the expected standard.
To improve maths attainment among disadvantaged pupils by the end of KS1 and KS2.	KS1 and KS2 maths outcomes demonstrate that over 80% of disadvantaged pupils achieve the expected standard.
To ensure identified pupils, particularly those who are disadvantaged, have access to specialist programmes and trained practitioners with secure subject knowledge that can effectively support social and emotional wellbeing.	An increase in access to social and emotional support systems delivered by highly trained staff, particularly for disadvantaged children, demonstrate a measurable improvement in emotional resilience and engagement. Behaviour records, stakeholder feedback and wellbeing assessments show a reduction in incidents, reflecting improved pupil self-regulation.
To raise aspirations and broaden cultural capital for disadvantaged pupils by providing enriching experiences and opportunities that enhance engagement and enable full access to the wider curriculum.	Data shows an increased participation in enrichment activities for disadvantaged pupils. Pupil surveys and discussions show a measurable increase in the awareness of cultural capital, career opportunities and confidence about future opportunities. Increased participation of families in school events and workshops aimed at raising aspirations.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high-quality teaching through mentoring and coaching.	Great Teaching Toolkit Evidence Review.pdf	1,2,5
Embed high-quality teaching through mentoring and coaching, ensuring time to support subject coordinators to quality assure the curriculum across school.	Effective Professional Development EEF	2,3,4,5
Embed speaking and listening opportunities throughout the curriculum to support pupils in articulating key ideas, consolidating their understanding and extending their vocabulary, utilising Voice 21 strategies. Purchase resources and ongoing teacher CPD to further strengthen the teaching of oracy.	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 impact on reading. Oral language interventions EEF https://voice21.org/what-is-oracy/	2,3
EYFS staff team will actively engage in the Nuffield Early Intervention project alongside Early Talk Boost and Talk Boost interventions.	Nuffield Early Language Intervention EEF	2,3
Embed dialogic activities across the	There is a strong evidence base that suggests oral language interventions, including dialogic	2,3,4,5

school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	activities such as high-quality classroom discussion, are inexpensive to implement with a high impact on reading Oral language interventions EEF	
Continue to prioritise oracy and vocabulary development throughout the curriculum.	Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF	2,3,4,5
Embed strategies for high quality, adaptive teaching through coaching, mentoring and team teaching.	Special Educational Needs in Mainstream Schools EEF	2,3,4,5
Staff training (refresher and new staff) in Read Write Inc including time for Read Write Inc coordinator to be out of class to work with Teachers and Teaching Assistants.	Read, Write, Inc is a DfE accredited systematic synthetic phonics programme. EEF toolkit notes that Phonics - additional 5-month progress. Gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 5
Develop attainment in Literacy and promote a love for reading through frequent reading, exposure to a wide range of texts and decoding and comprehension skills.	Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF The reading framework - GOV.UK	2,3,4,5
Secure stronger outcomes in writing across school.	The writing framework - GOV.UK Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF	2,3,4,5
Integrate arithmetic development and strategies within every maths lesson.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1,2,3

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led tutoring for pupils, particularly in the areas of phonics and core subjects. A significant proportion of the pupils who receive this tutoring will be disadvantaged, including those who are high attainers.	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. One to one tuition EEF Small group tuition EEF	2,3,5
Provide intervention to support pupils' social and emotional wellbeing.	Improving Working Memory - first trial EEF Metacognition and Self-Regulated Learning EEF	3,4,5
Deployment of staff with a focus on intervention programmes for example Fresh Start, ELSA	Research on the most effective teaching assistant deployment clearly states that the hardest to reach pupils should be taught by the most qualified practitioners as well as practitioners having the highest quality training to deliver interventions. Deployment of Teaching Assistants EEF Effective Professional Development EEF Improving Behaviour in Schools EEF	2,4,5

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

Budgeted cost: £59,000

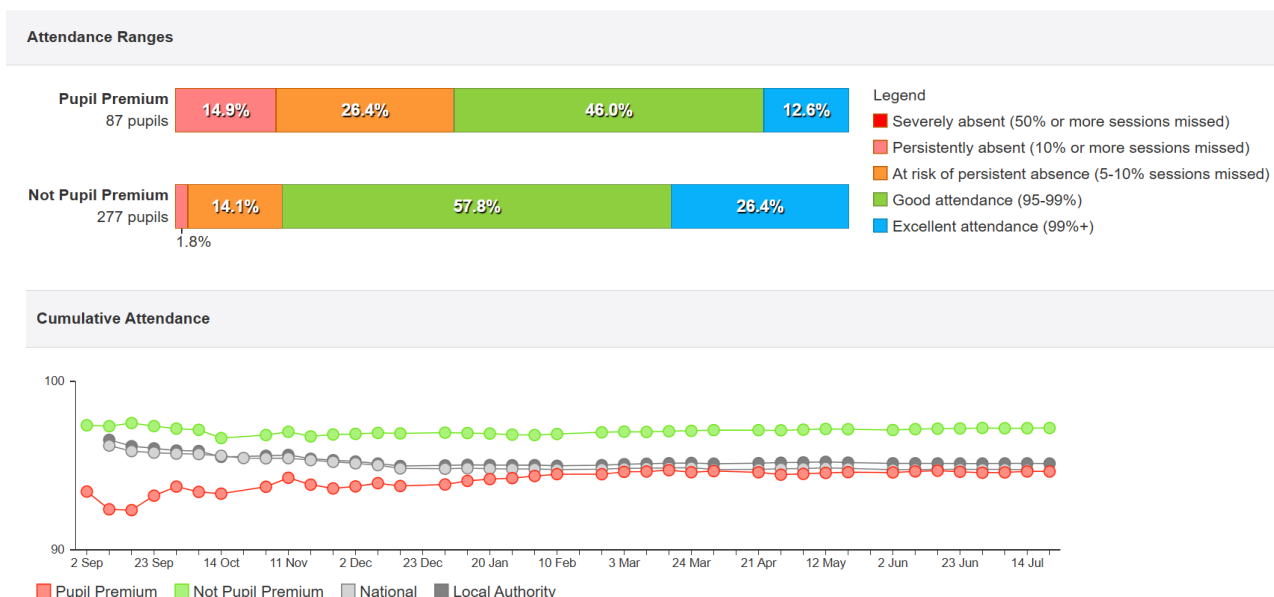
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK advice. This will involve continued employment, training and release time for our Attendance Officer and Family Support worker (FSW). Promoting attendance through assemblies, family meetings with our FSW and Trust and school focus on attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF report into attendance and reading being key barriers to disadvantaged pupils' progress. Working together to improve school attendance (applies from 19 August 2024) Attendance and reading key barriers to disadvantaged pupils'... EEF Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data - Why Does Attendance Matter?	1,2,3,4,5
Continue to implement effective social and emotional strategies. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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) Social and emotional learning EEF	3,4,5
Extra-curricular activities including sports, outdoor activities, the arts and culture, and residentials and school trips.	Teaching and Learning Toolkit EEF	4,5
Enhance play opportunities for all children at lunchtimes through the implementation of OPAL.	The EEF report summarises that "Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year". Evidence provided by OPAL shows that for hundreds of OPAL schools, behaviour	4,5

Staff CPD will equip the OPAL Team to coordinate the organisation and enhancement of play and resources for children at lunchtime. Research shows that this then will positively impact behaviour and in turn, on learning.	incidents related to playtimes decreased by around 80%. It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as English and Maths. Social and emotional learning EEF The hard evidence: the OPAL Primary Programme works – Outdoor People	
Through a range of parent workshops, home learning tasks and presentations, parents will be given opportunities to actively participate in their child's reading and writing development.	Parental engagement EEF Working with Parents to Support Children's Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5

Total budgeted cost: £130,000

Part B: Review of the previous academic year

2024-2025 Attendance



The cumulative attendance data shows a consistent gap between Pupil Premium and non-PP pupils. Non-PP attendance stays highest across the year, sitting above both national and local authority figures. PP attendance is lower throughout, typically around 1–2 percentage points behind non-PP, although it does improve steadily from the start of the year.

The 2024-25 breakdown highlights how this plays out in persistent absence. For PP pupils, about 14.9% are persistently absent (missing 10% or more sessions), compared with around 1.8% of non-PP pupils. A further 26.4% of PP pupils are ‘at risk’ of persistent absence, versus 14.1% of non-PP. In contrast, only 58.6% of PP pupils have good or excellent attendance, while 84.2% of non-PP pupils are in these bands.

Overall, the data highlights that non-PP pupils attended more regularly and were far less likely to be persistently absent, while PP pupils were over-represented in the persistent and ‘at risk’ groups and under-represented in the good/excellent attendance bands.

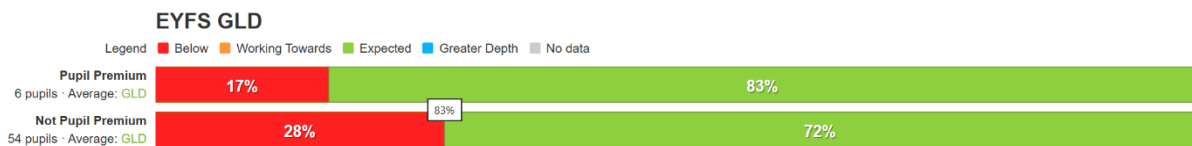
In the last two academic years, non-PP attendance has stayed very strong at 97.2%, consistently above national and LA figures. Comparisons between 2023-2024 and 2024-2025 highlight that PP attendance has dipped slightly from 95.0% to 94.7%. Across school, pupils classed as persistently absent (10%+ missed) have increased from 9.1% to 14.9%, however, the proportion ‘at risk’ (5–10% missed) has fallen from 31.8% to 26.4%, and more PP pupils now sit in the good attendance band (95–99%) – up from 39.4% to

46.0%.

Overall, non-PP attendance is stable and improving at the top end, with fewer pupils persistently or potentially absent. For PP pupils, the majority have moved from 'at risk' into 'good' attendance, but a small, hard-to-reach group of persistently absent pupils has grown, widening the PP/non-PP gap slightly and becoming the main area for targeted work. This success is a result of our rigorous approach to school attendance led by our Family Support and Attendance Officer and the resulting strong parental relationships across school.

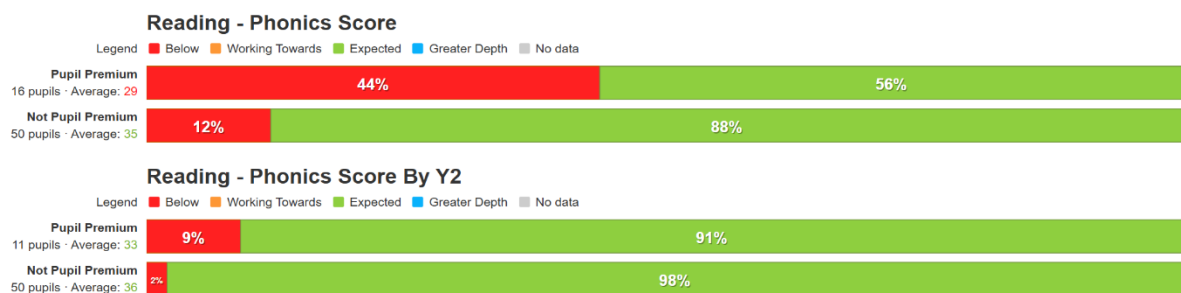
2024-2025 Data

EYFS

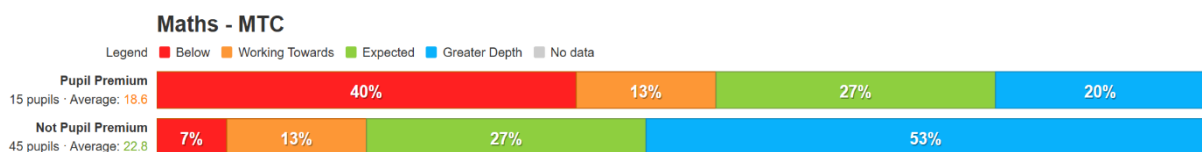


Children have been assessed using formative assessment, daily observations and against the Early Learning Goals. Internal Trust moderation and external moderation processes have been undertaken to ensure teacher assessment is accurate.

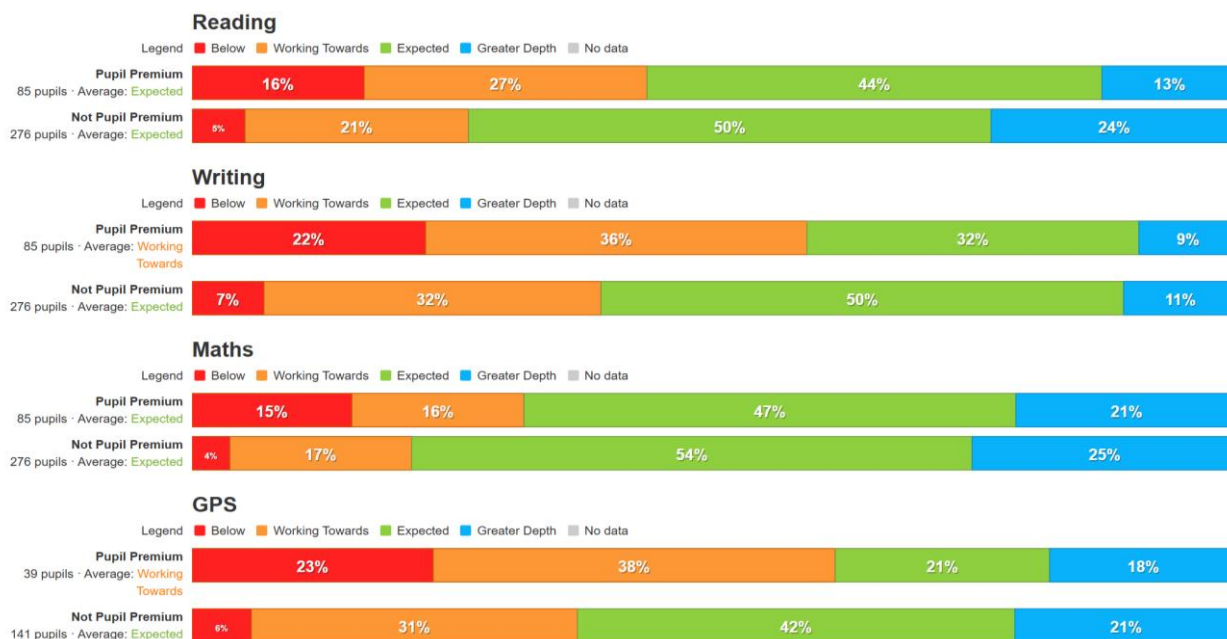
KS1 Phonics



MTC



KS2 SATs



Statutory data for 2024-2025 indicates that our disadvantaged pupils performed significantly below our non-disadvantaged pupils in Year 1 PSC, MTC and GPS in Key Stage 2. A similar trend can be seen over the previous 3 years. As such, attainment in Reading and Writing for all pupils has been identified as a whole school priority. Accelerating progress in core subjects for disadvantaged pupils is a key priority in the 2025-2026 strategy.

Mental Health and Well-being

Supporting the emotional and social well-being of our pupils remains a significant and ongoing challenge. Consequently, addressing these needs continues to be a key priority for Pupil Premium expenditure in the 2025/26 statement.