

Abbey Primary School: Pupil premium strategy statement 2025 - 2028

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 (including Nursery)	461
Proportion (%) of pupil premium eligible pupils	
9	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Stirling Williams
Pupil premium lead	Mrs Beverley Bedfordth
Governor / Trustee lead	Mr Steve Hume

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£143,925

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

At Abbey, we consistently enhance the opportunities and experiences of our disadvantaged pupils, rigorously monitoring their progress and consistently ensuring that any barriers to success are swiftly and effectively addressed.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;

At Abbey, we carefully track *each* disadvantaged child to ensure parity of provision and curriculum equity for all. Together with individual attendance, progress markers and pastoral support every disadvantaged child's experience at Abbey is diligently monitored to help us tailor personalised support.

Challenges

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

Challenge number	Detail of challenge
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<p>1) Improve reading fluency.</p>	<p>Phonics Years 1</p> <ul style="list-style-type: none"> • 73% disadvantaged reached expected standard compared to 98% non – disadvantaged. <p>Phonics Years 2</p> <ul style="list-style-type: none"> • 64% disadvantaged reached expected standard compared to 91% non – disadvantaged. <p>KS2 reading</p> <ul style="list-style-type: none"> • 69% disadvantaged reached expected standard compared to 86% non – disadvantaged. • -0.3 disadvantaged progress compared to +1.5 non-disadvantaged. <p>Triangulated evidence suggests that some of our disadvantaged children have fewer opportunities to practise reading at home, have larger tier 2 vocabulary gaps and lower attendance than their peers.</p>
<p>2) Improve writing attainment.</p>	<p>KS1 writing</p> <ul style="list-style-type: none"> • 58% disadvantaged reached expected standard compared to 61% all. <p>KS2 writing</p> <ul style="list-style-type: none"> • 75% disadvantaged reached expected standard compared to 82% non – disadvantaged. • +1.6 disadvantaged progress compared to +2.7 non-disadvantaged. <p>Triangulated evidence suggests that some of our disadvantaged children have fewer opportunities to practise basic sentence construction and to develop their oral language.</p>
<p>3) Improve maths attainment.</p>	<p>KS1 maths</p> <ul style="list-style-type: none"> • 42% disadvantaged reached expected standard compared to 67% non – disadvantaged. <p>KS2 maths</p> <ul style="list-style-type: none"> • 69% disadvantaged reached expected standard compared to 89% non – disadvantaged. • -1.3 disadvantaged progress compared to +3.2 non-disadvantaged. <p>Triangulated evidence suggests that some of our disadvantaged children struggle to develop coherence and automaticity because of their low attendance.</p>

4) Achieve and sustain improved attendance.	<p>Attendance</p> <ul style="list-style-type: none"> • 91.1% disadvantaged attendance rate compared to 96.2% non – disadvantaged. • 25.5% disadvantaged persistent absentees compared to 4.7% non – disadvantaged. <p>Low attendance and lateness effects our children’s engagement and their sense of belonging. This makes it harder for them to consolidate their understanding. Building relationships with our families is vital in establishing good routines and support.</p>
5) Achieve and sustain improved wellbeing.	<p>Our assessments (pupil voice, ELSA sessions), observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils which impact our children’s ability to focus on their learning. There is a notable lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, particularly their attainment and progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Our disadvantaged pupils will develop stronger decoding skills, read with greater accuracy and expression, and understand what they read. They will become more motivated to read, enjoy a wider variety of books and feel confident discussing and responding to texts.</p>	<p>Y1 phonics outcomes show that more than 89% of disadvantaged pupils meet the expected standard. Y2 phonics outcomes show that 100% of disadvantaged pupils meet the expected standard. KS1 reading outcomes show that more than 67% of disadvantaged pupils meet the expected standard. (Of our 12 disadvantaged pupils in Y2, 6 are SEND and 1 has an EHCP.) KS2 reading outcomes show that 61% of disadvantaged pupils meet the expected standard. (Of our 22 disadvantaged pupils, 11 are SEND and 5 have an EHCP.)</p>
<p>Our disadvantaged pupils will develop stronger grammar, vocabulary, and composition skills, enabling them to write clearly and effectively across a range of subjects. They will become more confident in expressing their ideas through writing and showing greater enthusiasm and independence in their work.</p>	<p>KS1 writing outcomes show that 58% of disadvantaged pupils meet the expected standard. KS2 writing outcomes show that 55% of disadvantaged pupils meet the expected standard.</p>
<p>Our disadvantaged pupils will develop a secure understanding of number, calculation, and</p>	<p>KS1 maths outcomes show that 83% of disadvantaged pupils meet the expected standard.</p>

<p>problem-solving, enabling them to confidently apply maths in a range of contexts. They will build a positive attitude towards maths, showing greater resilience, participation, and willingness to tackle challenges.</p>	<p>KS2 maths outcomes show that 73% of disadvantaged pupils meet the expected standard. Y1 maths outcomes show that 88% of disadvantaged pupils meet the expected standard.</p>
<p>Our disadvantaged pupils will attend school more consistently, reducing persistent absence and ensuring they benefit from full access to learning. They will feel more connected to school, with stronger relationships and a sense of belonging that encourages regular attendance. Their improved attendance will lead to improved academic progress, social development, and emotional wellbeing, helping to close the gap with their peers.</p>	<p>Attendance rate for disadvantaged pupils is above 93%. The percentage of disadvantaged pupils who are persistently absent is below 15%. Where circumstances outside the control of family/school lead to less than good attendance, agreed attendance targets are met and school/family work together to ensure children's learning is not impacted negatively.</p>
<p>Our disadvantaged pupils (and their families) will feel safe, supported, and emotionally secure, with access to appropriate mental health resources and trusted adults. They will build strong, respectful relationships with peers and staff, contributing to a sense of belonging and active participation in school life. With their basic needs met and emotional wellbeing supported, our disadvantaged pupils will be able to focus, persevere, and succeed in their learning.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • 100% of our disadvantaged children access enrichment activities. (Evidenced in our disadvantaged tracker.) • Decrease in referrals to ELSA. • Pupil survey. <p>All families have access to the resources they need to support learning at home. All disadvantaged children engage successfully in home learning activities.</p>

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: £67,119

Activity	Evidence that supports this approach	Challenge number(s)
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<p>Build teacher knowledge and pedagogical expertise by supporting continuous and sustained professional development: (2025/2026) collaborative learning, SLCN, disciplinary writing, OAP, EAL.</p>	<p>Collaborative learning approaches benefit those with low prior attainment by providing opportunities to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Continue to build on dialogic teaching strategies which encourage pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p>	<p>Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Organise Y6 into 3 separate classes for the morning session.</p>	<p>The gains from smaller class sizes are likely to come from the increased quality and quantity of feedback the pupils receive and the increase in time for high quality interaction between pupils and teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1,2,3</p>
<p>Deliver regular (3 times a week) 'reading practice sessions' in Y1.</p>	<p>Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Deliver 'Reciprocal Reading' in Y3 – Y6.</p>	<p>Reciprocal Reading aims to develop children's understanding of a text and teach them important strategies for making sense of what they read. As a targeted intervention, the programme is used to address the reading difficulties of children who can decode a text, but struggle to understand it.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading</p>	<p>1</p>
<p>Deliver 'Mastering Number' in YR – Y2 and Y4 - Y5.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p>	<p>3</p>

	Mastery learning EEF (educationendowmentfoundation.org.uk)	
Deliver 'Talk Boost' in Y3 – Y6.	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 support learners' use of vocabulary, articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Embed principles of good practice set out in the DfE's <i>Working together to improve school attendance advice</i> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

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

Budgeted cost: £ 48565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high quality, evidence-based interventions and targeted support e.g. NELI, Rapid Reading, Precision Teaching, Pre-Teach, Zones of Regulation.	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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3, 5
Deliver additional phonics sessions targeted at disadvantaged pupils who require further phonics support e.g. phonics catch up.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	1

	<p>when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Implement Talk Boost interventions to address vocabulary gap.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
<p>Deliver small group tuition for those children identified in pupil progress meetings that would benefit.</p>	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Deliver additional reading comprehension intervention at KS1.</p> <p>Recruit volunteer readers to support disadvantaged children who do not read regularly at home.</p>	<p>Children from lower-income backgrounds often face systemic barriers to accessing home libraries and shared literacy activities. These limited opportunities for early reading exposure can impact the development of the advanced comprehension skills required for complex texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2
<p>Deploy educational psychologists' support for disadvantaged children with SEND.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £28241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund school uniform for our disadvantaged children.	<p>The rising cost of school uniforms can create a financial barrier for families on lower incomes, potentially impacting a student's ability to meet uniform requirements.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	5
Deliver regular parent workshops to encourage a positive dialogue about learning e.g. workshops on oracy, spelling, writing, phonics.	<p>Limited access to quiet study spaces or external enrichment opportunities can create barriers to independent learning. These environmental factors often correlate with socioeconomic constraints and may necessitate additional school-based support to ensure equitable learning outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Reward disadvantaged pupils with improved attendance and punctuality. Parenting contracts in place so that all children attend school regularly.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
Deliver pastoral support which promotes good mental health e.g. ELSA, Talk and Draw, Zones of Regulation,	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/index.html</p>	1, 5
Support our most vulnerable families with pastoral care, through our Family Liaison Officer e.g. Early Breakfast Club, food banks,	<p>Research indicates that socio-economic stressors can impact the development and expression of Social and Emotional Learning (SEL) skills. Because these skills are foundational to academic engagement and mental wellbeing, students facing economic instability may benefit from targeted, school-based SEL support to ensure equitable outcomes.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4, 5

<p>Weekly meetings with the attendance team to monitor attendance and punctuality of disadvantaged children. Attendance trackers and On Time trackers for targeted pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>4</p>
<p>Financial support towards enrichment activities e.g. up to 50% towards school trips, workshops, residential. Offer a wide range of high-quality extracurricular activities to boost well being, behaviour, attendance and aspiration.</p>	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>4,5</p>
<p>Resource materials for disadvantaged children to support their learning at home e.g. whiteboards, pens, maths manipulatives.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3</p>
<p>Resource 30 disadvantaged families with Storytime magazine subscription for the year. Kids Magazine Subscription Stories, Fun & Wonder Every Month (storytimemagazine.com)</p>	<p>Encourage reading for pleasure at home, spark creativity and support emotional wellbeing. Attainment levels regress during the holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. Parental engagement EEf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Provide disadvantaged children with laptops to support learning at home.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>3</p>

	https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/digital/EEF Digital Technology Guidance Report.pdf?v=1733831265	
Contingency fund for acute issues pertaining to our disadvantaged children.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 145,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2024 - 2025

<p>Impact 2025</p> <p><i>NB: Where targets were set on the strategy plan 2024 – 2025, outcomes are evidenced.</i></p> <p>EYFS</p> <ul style="list-style-type: none"> 75% disadvantaged achieved GLD compared to 81% non – disadvantaged. <p>Phonics Years 1</p> <ul style="list-style-type: none"> Target: Y1 phonics outcomes show that more than 70% of disadvantaged pupils meet the expected standard. Outcome: 73% disadvantaged reached expected standard compared to 98% non – disadvantaged. <p>Phonics Years 2</p> <ul style="list-style-type: none"> 64% disadvantaged reached expected standard compared to 91% non – disadvantaged. <p>KS1 reading</p> <ul style="list-style-type: none"> Target: KS1 reading outcomes show that more than 67% of disadvantaged pupils meet the expected standard. Outcome: 67% disadvantaged reached expected standard compared to 67% all. <p>KS1 writing</p> <ul style="list-style-type: none"> Target: KS1 writing outcomes show that 50% of disadvantaged pupils meet the expected standard. Outcome: 58% disadvantaged reached expected standard compared to 61% all. <p>KS1 maths</p> <ul style="list-style-type: none"> Target: KS1 maths outcomes show that 70% of disadvantaged pupils meet the expected standard.
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- Outcome: 42% disadvantaged reached expected standard compared to 67% non – disadvantaged. (4/11 reached the expected standard, 4/7 who did not reach the standard were SEND, 2/7 reached 2D, 1/7 attendance was 70%).

KS2 reading

- 69% disadvantaged reached expected standard compared to 86% non – disadvantaged.
- -0.3 disadvantaged progress compared to +1.5 non-disadvantaged.

KS2 writing

- Target: KS2 writing outcomes show that 60% of disadvantaged pupils meet the expected standard.
- Outcome: 75% disadvantaged reached expected standard compared to 82% non – disadvantaged.
- +1.6 disadvantaged progress compared to +2.7 non-disadvantaged.

KS2 maths

- Target: KS2 maths outcomes show that 74% of disadvantaged pupils meet the expected standard.
- Outcome: 69% disadvantaged reached expected standard compared to 89% non – disadvantaged.
- -1.3 disadvantaged progress compared to +3.2 non-disadvantaged.

Attendance

- Target: Attendance rate for disadvantaged pupils is above 93%.
- Outcome: 91.1% disadvantaged attendance rate compared to 96.2% non – disadvantaged.
- Target: The percentage of disadvantaged pupils who are persistently absent is below 13%.
- Outcome: 25.5% disadvantaged persistent absentees compared to 4.7% non – disadvantaged.