

Abbey Primary School: Pupil premium strategy statement 2024 - 2025

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	429
Proportion (%) of pupil premium eligible pupils	98/429 = 23%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Stirling Williams
Pupil premium lead	Mrs Beverley Bedforth
Governor / Trustee lead	Mr Mark Rosewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£145,040

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.

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;

We track every disadvantaged child to ensure parity of provision and curriculum equity for all. We use this tracker to identify gaps in provision and to help us improve the outcomes for our disadvantaged learners over time.

Challenges

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

Challenge number	Detail of challenge
1) Improve reading fluency.	Y1: 70% disadvantaged reached expected standard in phonics compared to 85% non – disadvantaged. KS1: 67% disadvantaged reached expected standard compared to 75% non – disadvantaged. KS2: 74% disadvantaged reached expected standard compared to 87% non – disadvantaged.

	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.
2) Improve writing attainment.	KS1: 17% disadvantaged reached expected standard compared to 61% non – disadvantaged. KS2: 53% disadvantaged reached expected standard compared to 77% non – disadvantaged. -0.4 disadvantaged progress. Triangulated evidence suggests that some of our disadvantaged children have less opportunities to practise basic sentence construction and to develop their oral language.
3) Improve maths attainment.	KS1: 67% disadvantaged reached expected standard compared to 61% non – disadvantaged. KS2: 58% disadvantaged reached expected standard compared to 96% non – disadvantaged. -2.6 disadvantaged progress. Triangulated evidence suggests that some of our disadvantaged children struggle to develop coherence and automaticity because of their low attendance.
4) Achieve and sustain improved attendance.	Attendance rate of disadvantaged pupils is 91.3% compared to 94.5% for non-disadvantaged. 27.8% of our disadvantaged pupils are persistent absentees. 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.
5) Achieve and sustain improved wellbeing.	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 on 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.

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 reading attainment among disadvantaged pupils ensuring our children read with breadth, depth and accuracy.	Y1 phonics outcomes show that more than 70% of disadvantaged pupils meet the expected standard. KS1 reading outcomes show that more than 67% of disadvantaged pupils meet the expected standard.

Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes show that 50% of disadvantaged pupils meet the expected standard. KS2 writing outcomes show that 60% of disadvantaged pupils meet the expected standard.
Improved maths attainment among disadvantaged pupils.	KS1 maths outcomes show that 70% of disadvantaged pupils meet the expected standard. KS2 maths outcomes show that 74% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved attendance for our disadvantaged pupils.	Attendance rate for disadvantaged pupils is above 93%. The percentage of disadvantaged pupils who are persistently absent is below 13%. 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.
To achieve and sustain improved wellbeing for our disadvantaged pupils. To help our families belong.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Increase participation in enrichment activities. • Decrease in referrals to ELSA. • Pupil survey. All families have access to the resources they need to support learning at home. All disadvantaged children engage successfully in home learning activities.

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: 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise by supporting continuous and sustained professional development e.g. oracy, questioning, spaced retrieval, backwards fading, worked examples, handwriting,	Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3

<p>scaffolding, shared writing, grammar.</p>	<p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
<p>Introduce dialogic activities that can support disadvantaged pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Split Y6 into 3 classes for the morning.</p>	<p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1,2,3</p>
<p>Run Reading Practice Sessions in Y1.</p>	<p>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 when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Run 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>Run Mastering Number programme in YR – Y2 and Y4 - Y5.</p>	<p>Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>
<p>Run oral language interventions (Talk Boost) in Y3 – Y6.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

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

Budgeted cost: £ 56,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching assistants will be deployed as</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured</p>	<p>1,2,3</p>

<p>additional teaching and wellbeing support to run high quality structured interventions e.g. NELI, Rapid Reading, Reciprocal Reading.</p>	<p>interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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 when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Implement Talk Boost intervention 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>	<p>1,2</p>
<p>Small group tuition for those children identified in pupil progress meetings that would benefit.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Additional reading comprehension intervention at KS1.</p> <p>Volunteers & reading buddies recruited to support disadvantaged children who do not read regularly at home.</p>	<p>On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>
<p>Educational psychologists support 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>	<p>5</p>

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

Budgeted cost: £25,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund school uniform for our disadvantaged children.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Additional rewards for disadvantaged attendance. Parenting contracts in place so that all children attend school regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Interventions and support that promote good mental health for children who are disadvantaged, such as ELSA, Talk and Draw, Zones of Regulation, Positive Playtimes.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/index.html	5
Family Liaison Officer pastoral support to key disadvantaged families to ensure high levels of attendance and punctuality	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Weekly meetings with the attendance team to monitor attendance and punctuality of disadvantaged children.	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	4
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,	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	4,5

behaviour, attendance and aspiration.	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	
Resource materials for disadvantaged children to support their learning at home e.g. whiteboards, pens, maths manipulatives.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3
Provide disadvantaged children with laptops to support learning at home.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733831265	2,3
Provide Jigsaw4U counselling for target families.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
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 2023 - 2024

Impact

EYFS

- 50% disadvantaged achieved GLD compared to 81% non – disadvantaged.

Phonics Years 1

- 70% disadvantaged reached expected standard compared to 85% non – disadvantaged.

Phonics Years 2

- 90% disadvantaged reached expected standard compared to 96% non – disadvantaged.

KS1 reading

- 67% disadvantaged reached expected standard compared to 75% non – disadvantaged.

KS1 writing

- 17% disadvantaged reached expected standard compared to 61% non – disadvantaged.

KS1 maths

- 67% disadvantaged reached expected standard compared to 61% non – disadvantaged.

KS2 reading

- 74% disadvantaged reached expected standard compared to 87% non – disadvantaged.
- +0.0 disadvantaged progress.

KS2 writing

- 53% disadvantaged reached expected standard compared to 77% non – disadvantaged.
- -0.4 disadvantaged progress.

KS2 maths

- 58% disadvantaged reached expected standard compared to 96% non – disadvantaged.
- -2.6 disadvantaged progress.

Attendance

- 91.3% disadvantaged attendance rate compared to 94.5% non – disadvantaged.
- 27.8% disadvantaged persistent absentees compared to 11% whole school persistent absentees.