Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Abbey Mead Primary Academy
Number of pupils in school	699
Proportion (%) of pupil premium eligible pupils	11.01% (77)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Rebecca Pickard
Pupil premium lead	Nicole Kaur
Governor / Trustee lead	Mark Oldman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,380 (Main)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,380

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including appropriately challenging those who are already high attainers.

We consider carefully the barriers faced by our vulnerable pupils, such as those who have a social worker or those who have faced Adverse Childhood Experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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

Challenges

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

Challenge number	Detail of challenge
1	**QFT** Disadvantaged pupils have gaps in prior learning, knowledge and vocabulary that can limit their access to the curriculum and their progress towards age-related expectations. These gaps vary between pupils, requiring accurate assessment and consistently high-quality teaching to identify misconceptions and address individual needs. 2.71% of pupils eligible for Pupil Premium also have SEND, facing overlapping barriers to learning. Effective adaptive teaching, including explicit modelling, carefully selected resources, scaffolding and targeted small-group work, is essential to support access, participation and increasing independence. The challenge is to ensure that classroom provision consistently meets these varied needs within an inclusive environment, where disadvantaged pupils feel supported, experience high expectations and can participate fully in ambitious learning alongside their peers.
2	**Oracy** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in the EYFS and Key Stage 1. A lack of opportunities to hear good language models outside of school, leads to impoverished English language opportunities for many of our children. Gaps are evident from Reception through to KS1, and for new arrivals to the school, and are more difficult to close among our disadvantaged pupils than their peers. In addition, oracy skills across the curriculum continue to inhibit children's progress.
3	**Pastoral** A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development. Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, which have a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies. Discussions in DSL and RB2L meetings, exemplify that an increasing number of pupils need higher levels of pastoral support and intervention. - ELSA figures – Of the pupils receiving support with social and emotional difficulties, a disproportionate number of these pupils are classified as PP. - Family Support Worker - Of the pupils receiving higher levels of pastoral support, a disproportionate number of these pupils are classified as PP. These pupils require a range of support with social and emotional difficulties, benefitting from specific interventions around self-esteem and positive mental health. - DSL figures show that a disproportionate number of disadvantaged pupils currently require varying levels of additional support and monitoring.

	- Our Trauma Informed Practitioner assesses and works alongside a number of identified pupils to provide greater social and emotional support; focusing greatly on building resilience to overcome Adverse Childhood Experiences.
4	**Phonics & Early Reading -** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers.

5	**Attendance** Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers in the wider cohort. At the end of the academic year (2025/26) the attendance of PP children was 95.4% in comparison to 96.03% for our whole school attendance. Whilst this percentage is considerably above the overall National Attendance percentage of 94.65% and above the PP comparative, we wish to raise the attendance of PP pupils to promote attainment and achievement. Ambition for this year is to further reduce persistent absence for Pupil Premium pupils to be no higher than the school average 10.5%. For 2025/2026, PA amongst Pupil Premium pupils finished at 14.5%.

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
PP children leave Abbey with the ability to articulate their thoughts well and contribute to discussions freely. Bespoke Votes for school offer to develop an ability to challenge injustice due to high levels of domestic abuse.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Precision quality first teaching is deployed across the school to close gaps in language acquisition (Voice 21) – Where gaps exist, they are identified quickly, addressed and narrowed as evidenced through rising attainment. Those pupils requiring the highest levels of intervention (EHCPs), have access to specialist S&L support.
PP children leave Abbey with the ability to read to an Age-Related Expectation	KS2 reading outcomes between 2024 and 2027 show an improving picture in regard to the % of disadvantaged pupils meeting the expected standard. Where challenges exist, they are identified quickly (Salford reading), addressed and narrowed through deployment of additional intervention (BRP) Between 2024 and 2027, our ambition is for every child to leave year 6 with at least a reading age of 9 years old, allowing them to access the KS3 curriculum. We have employed a dedicated Teaching Assistant to deliver targeted phonics interventions/ reading to identified pupils throughout the year.

	The TA's role is solely focused on daily phonics instruction to ensure consistency, fidelity to the phonics programme, and accelerated progress for children at risk of not meeting Age-Related Expectations in reading.
Children at Abbey have access to a rich Cultural Capital Offer through both our purposeful and enriched school facilities and through educational visits.	All pupils have access to our Abbey offer of enrichment; with PP pupils being afforded additional opportunities to broaden their experiences and aspirations, funding these wherever necessary. Following an audit of pupils interests, a range of clubs will be deployed and evolve over time to meet the interests of pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so to lessen the impact of Adverse Childhood Experiences	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • retain low levels of low-level disruption and exclusion rates. • an increase in participation in enrichment activities; particularly among disadvantaged pupils through the monitoring of club lists. • increased parental engagement in family learning. • assessments show that pupils receiving high levels of Trauma Informed Practice have a reduction in their trauma profile and are able to regulate.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improved levels of high attendance between 2025/26 and 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line with school wide attendance. • the percentage of all pupils who are persistently absent is half of that found nationally taking account of demographic context and the figure among disadvantaged pupils being below the school wide % in comparison to their peers. • Reduce percentage of PA pupils that are PP to be in line with non-disadvantaged.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and deployment of additional staff member to facilitate early language development and oracy interventions in the EYFS	There is evidence to suggest that 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. 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. Oral language interventions | EEF (educationendowmentfoundation.org.uk) The ShREC approach | EEF	**2** Resource – additional TA salary across EYFS 2 days a week 2 days DP £6,071
Embed Oracy principles and dialogic activities, as directed by our Voice 21 approach, across the school curriculum. These will support pupils in articulating key ideas, consolidating understanding and this will be achieved through purchasing additional resources, and funding ongoing teacher training and release time.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Through establishing a whole school approach, we will bring about consistency in our Quality First Teaching of Oracy.	**2** Voice 21 principles Bespoke Abbey Votes for schools programme CPD

Appointment of a phonics lead to undertake bespoke phonics training, carryout phonics review and disseminate training so to ensure synthetic phonics approach enhances early reading offer (coaching new members to the team and establishing school wide approach)	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics | EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	**4** Resource – TLR for phonics lead, biweekly release time, commissioning of phonics reviews, additional resources and redeployment of teaching assistant hours TLR £2,000 Appointed TA to run phonics interventions/ reading AK - £33820
Broaden the capacity and remit of the reading team through providing additional release time to implement consistent reading strategies; including the continuation of Accelerated Reader across the school	Literacy_KS1_Guidance_Report_2020_2021-09-23-134225_lfml.pdf Recommendation 2 Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.	**4** Resource-release time, subscription to Accelerated Reader) Accelerated Reader cost/subscription – Approx. £3000
Through the deployment of additional teachers to KS2, we aim to improve the QFT offer of pupils through reducing group sizes and offering targeted QFT.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Research by the Education Endowment Foundation (EEF) shows that *during the primary school years*, children get the most benefit from being in a small class. In their key findings on 'Reducing Class Sizes' they note that reducing class sizes has a positive impact of +2months each year	**1** Resource-Deployment of teaching staff to reduce group sizes VJ - £13,161 SA – £10,567

	For the academic year 2026/2027, we have deployed additional teaching capacity to Year 4 to assist in narrowing the gap. Additional TA to support. Deployed additional teaching capacity in Year 6 to narrow the gap. Above national however gap between non and disadvantaged.	RT - £21,134

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

Budgeted cost: £ *29,020*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF New to school children will be going into phonics groups (MS)	**4**
Tuition will continue for Year 6 pupils who are working close to the Greater Depth standard in writing, with the programme funded through Pupil Premium. A proportion of the pupils accessing this support will be disadvantaged, including high-attaining pupils who require additional challenge to	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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	**1** Resource – pay for tuition for PP pupils. Tuition = £3,000

secure Greater Depth.		
Deploy effective reading interventions which have a proven track record through extending the school day for identified pupils (Primarily BRP support before and after school)	Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Recommendation 8 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	**1 & 4** Resource – Cover the cost of TA overtime to deliver BRP and extend school day BRP £7,020 - £15 per hour x12 session a week
Subsidised School Trips & Residentials	Children from low-income households more than 4xmore likely to miss out on social interactions. (University of Leeds 2018) Exacerbated by the closures of all services during the Pandemic.	***2 & 3*** Resource – Allocation of enrichment budget to fully fund the attendance of PP pupils on enrichment experiences and broaden after school club offer. After school clubs: £3,500 Costs of transport (coaches) for sporting enrichment Trips and visits: £15,500

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

Budgeted cost: £ 129,011.15

Activity	Evidence that supports this approach	Challenge number(s) addressed

Improve the quality of social and emotional (SEL) learning. Deploy our Pastoral Support Worker, Behaviour Support Mentor, Mental Health Practitioner, and Trauma-Informed Practitioner effectively to deliver bespoke programmes and targeted training that address the specific needs and developmental gaps of identified pupils.	SEL 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 (educationendowmentfoundation.org.uk)	**3** Resource – Deployment of specialist Trauma Informed Practitioner/ play therapy – 1 day a week = £10,770 TIP CPD = £500 TI school £3000 Family Support MB - £51,040 Behaviour and Welfare Mentor UV- £35,114.15
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and further improving behaviour across school; encouraging greater character development	Both targeted interventions and universal approaches can have positive overall effects. As a school, we recognise that effective de-escalation techniques are essential in ensuring we best meet our pupils needs and believe TEAM TEACH Training offers an effective model of this. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	**3** Resources – support of Removing Barriers to Learning team, allocation of CPD time, development of Character Muscles, rewards Behaviour £2,500
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	**5** Resources – TMET Attendance Network, LA Attendance Network, , deployment of Attendance Officer equivalent. 1/5 TV Salary = £2,836 1/5 HS = £6,981 Attendance Incentives - £2,000

Total budgeted cost: £ *247,784.15*