

## Abbey Pupil premium strategy statement v1.3



### What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



### School overview

Metric	Data
School name	The Federation of Abbey Infant & Junior Schools
Pupils in school	86 (J); 46 (I) (Census Spring 2022)
Proportion of disadvantaged pupils	25% (J); 13% (I)
Pupil premium allocation this academic year	£48,115 (I) £122,545 (J) 2022-23
<b>Academic year or years covered by statement (DFE recommend 3 year plan)</b>	<b>Review of 2021-21 and plan for 2022→2024-25</b>
Publish date	01/09/2022
Review date	31/08/2023
Statement authorised by	Dr R Kentish
Pupil premium lead	Dr R Kentish
Governor lead	Pupil & Curriculum committee; FGB information
<p><b>Note: The academic year 2019-20 &amp; 20-21 was disrupted due to the global pandemic of Covid-19. Full-time school ceased on March 20<sup>th</sup>. Consequently, there is no published end of year attainment/progress information. There was considerable evidence of the success of our strategy from the academic year 2018-19 (Detailed below) and this is the justification for continuing.</b></p>	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,660
Recovery premium funding allocation this academic year	£6395 (J) £3071 (I)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£180,126</b>

## Disadvantaged pupil progress scores for last (published) academic year

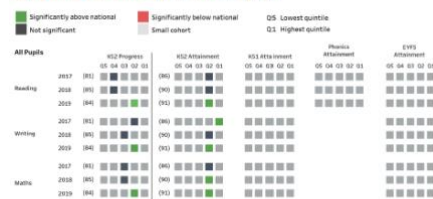
Measure	Score
Reading	+0.17 (national -0.62)
Writing	+1.78 (national -0.50)
Maths	+1.42 (national -0.71)

## Disadvantaged pupil performance overview for last (published) academic year

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	23	2786	447479
Progress score in reading (confidence interval)	0.1 (-2.4 to 2.7)	0.6 (0.4 to 0.8)	0.3 (0 to 0)
Progress score in writing (confidence interval)	1.7 (-0.7 to 4.1)	0.9 (0.7 to 1.2)	0.3 (0 to 0)
Progress score in maths (confidence interval)	1.4 (-0.9 to 3.6)	1.1 (0.9 to 1.3)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	57%	70%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	4%	12%	13%
Average score in reading	104	105	105
Average score in maths	106	106	106

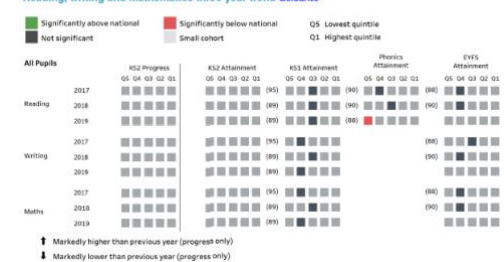
### Progress and attainment trend

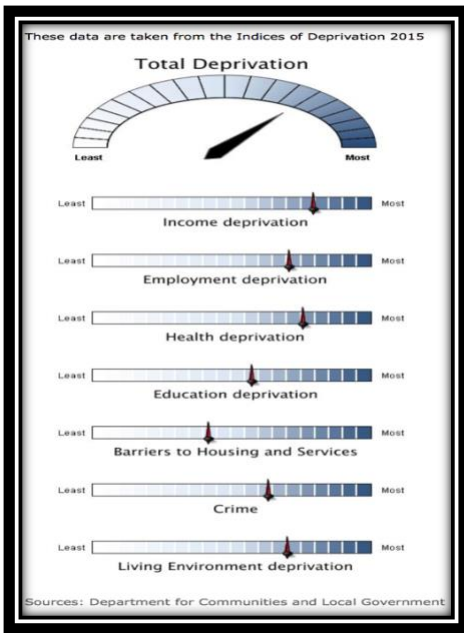
#### Reading, writing and mathematics three-year trend Guidance



### Progress and attainment trend

#### Reading, writing and mathematics three-year trend Guidance





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.

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

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge	
1 - language	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are most evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. Some barriers exist in KS2 for some pupils but these often require specific specialist support and advice.</p> <p>In EYFS, CLL aspects are low for some children: T4W and Early Literacy focus through targeted support. Targeted support also through the 'Word aware' programme to develop early language and vocabulary. This is also strengthened through the language identification on the long and medium-term planning.</p> <p>In EYFS: A growing number of children entering school with no pre-school experience and little/no involvement from school nurse/early years external team (ref: failing in Sandwell for LCSB and new (Oct'16 &amp; Feb'19 completed) Trust arrangement.</p> <p>Ensuring that all pupils secure subject specific vocabulary as they move into the National Curriculum and through the school.</p>	
2 - Phonics	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>	
3 - Reading	<p>Not all pupils access reading outside of the school environment. This negatively impacts upon the additional practice needed to secure fluency and comprehension.</p>	
4 - Preparedness for learning	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. We anticipate that this will remain a barrier for the cohorts to start 2022-23</p> <p>PSED, PSHE and children's preparedness for learning affects a small but significant group, sometimes requiring specialist Educational Psychologist and SEMH team.</p> <p>To support along with targeted family support through 'Early help' and schools trained LSPs. School is committed to training a Mental Health lead practitioner during 2022-23 or 2023-24.</p> <p>For some children individual programmes such as 'Lego Therapy' &amp; 'Building Blox'; and Mentor West Midlands. Additionally, the school has analysed trends over time and noticed a cross over between DVA &amp; PP – a leaders have created a bespoke programme to support.</p>	
5 - Attendance	<p>Our attendance data over the last 2 years indicates that overall attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils .</p> <p>In 20-21 KS1: 96.85% (non) v 93.65% (PP) – difference of 3.2% 6.5 (non-PP PA) v 20.5 (PP PA) – difference of 14 % (8 pupils) from 270 pupils</p> <p>In 20-21 KS2: 97.06 % (non) v 93.16% (PP) – difference of 3.9% 7.67% (non-PP PA) v 17.39% (PP PA) – difference of 9.72% (12 pupils) 360 pupils</p> <p>For a minority of pupils in KS1 (8/270) and KS2 (12/360) attendance needs to improve.</p>	<p>In 21-22 (up to HT5) KS1: 95.80% (non) v 94.26% (PP) – difference of 1.54% <b>(A reduction in gap from 2020-21)</b></p> <p>8.9 (non-PP PA) v 10% (PP PA – only 4 pupils) – difference of 1.1 % <b>(A reduction in gap from 2020-21)</b></p> <p>In 21-22 (up to HT5) KS2: 96.72 % (non) v 94.52% (PP) – difference of 2.2% <b>(A reduction in gap from 2020-21)</b></p> <p>6.5% (non-PP PA) v 14% (PP PA) – difference of 7.5% <b>(A reduction in gap from 2020-21)</b></p> <p>For a minority of pupils in KS1 (4/270) and KS2 (13/360) attendance needs to improve.</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 outcomes (linked to challenges)	Success criteria
1 – Language. Improved oral language skills and vocabulary among disadvantaged pupils. Proportion of pupils in EYFS who are PP meet the expected standard in CLL is raised by 15%	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.
2 & 4 – Phonics, PSED and EYFS. Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr & Ma at the end of EYFS (GLD) and KS1 & 2.	By 24/25 – Maths at KS1 addressed through the concrete practical apparatus use linked to our maths methods scheme – mastery material Reading through the use of comprehension, Project X, Talisman and BRP to ensure the proportion attaining R+WR+MA EXS + rises. <b>An additional investment in time for phonic teaching YR-Y2 for the next academic year 21-22 and potentially for Y2 cohort in 22-23.</b>
2 & 3 - To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.	90% of PP group in each year group make good progress from starting points; 35% make accelerated progress as measured against the school's curriculum.  10% more pupils attain the GLD, KS1 and KS2 expected outcomes.
4 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in PASS outcomes</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Behaviour logs show low levels of incidents</li> </ul>
5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £127,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr &amp; Ma at the end of EYFS (GLD) and KS1 &amp; 2.</p>	<p><b>[EEF reference extract]</b> Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading, activities that aim to develop letter knowledge, knowledge of sounds and early phonics, or introductions to different kinds of writing.</p> <p>At Abbey this appears through the use and application of the ‘Catch up Reading’ and ‘Better Reading Partners’ (BRP) programmes.</p> <p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children’s ‘number sense’ (their developing understanding of quantity and number), or more informal, such as using mathematical games or computer games (see also Digital technology), or pretend activities involving counting.</p> <p>There are specific language programmes such as Welcomme, SULP &amp; ELKLAN.</p>	<p>1, 2, 3, 4</p>
<p>Effective teaching and use of metacognitive strategies to accelerate progress for all.</p>	<p><b>[EEF reference extract]</b> In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p><b>At Abbey this appears through the application of our developmental marking and feedback policy and predominately appears in English and Mathematics &amp; INSET 2021-22 focussed on the link between meta-cognition and teachers’ use of our ‘steps to success’. Leaders ensure regular CPD for all staff.</b></p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. The ‘quality teaching for all’ strategies also includes a strong focus on language and questioning. <b>At Abbey this takes the format of CTG style marking and peer/self-assessment along with the ‘soft-skills’; additional work through ‘knowledge grids’ makes language explicit. Pupils are expected to recall prior learning though the use of ‘non-core story maps’.</b></p>	<p>1</p>
<p>To raise the % of PP attaining the expected standard by 10% in R, WR &amp; MA at the end of KS1 &amp; 2</p>	<p>Effective use of provision mapping to ensure a close match to learners’ needs and the targeted support. Provision mapping underpins the intervention across the school. Ensuring that the programmes are delivered well with rigorous assessment ensures effective VFM.</p> <p>CPD for all LSP on effective intervention delivery. Evaluation of small-group literacy and maths intervention programmes delivered by well-trained and supported TAs working closely with the class teacher has demonstrated significant impact on children’s progress.</p>	<p>2 &amp; 3</p>
<p>Improve the quality of social and emotional (SEMH) learning.</p>	<p>At Abbey this can be seen through the consistent application of the behaviour management strategy, individualised programmes supported by Inclusion Support and the pastoral team in ‘The retreat’ in KS2 and ‘The rainbow room’ in KS1 Further examples to be seen include ‘Fun Fit’, Well-being assemblies’, ‘Chirpy and bounce’, ‘Manage My Chimp’, ‘emotion</p>	<p>4</p>

SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	coaching' Three broad categories of interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom (PSHE curriculum Jigsaw scheme to support; in EYFS Prime area); 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; additional specialist programmes are also available drawing on external services e.g. SEMH support staff & Educational Psychologist.	
Improve quality of delivery of interventions and small group support	CPD for all LSP on effective intervention delivery. Structured PDM throughout 2022-23 to compensate for lost time in lockdown.  Structured CPD throughout directed time and additional EYFS DM framework support.	1,2,3

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

Budgeted cost: **£20,050 (DFE) + 38,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Specialist support for the lowest 5%.	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:  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive 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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">The first tranche of spending was completed Spring 2022; the financial year 2022-23 will be used Spring 2023.</a>	1,2&3

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Improving_School_Attendance.pdf">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

This will involve a reviewed and renewed attendance policy. A clear structure to support and challenge families.	<b>Note: leaders have challenged the La about the effectiveness of their service and this has affected a proposed change so that the LA (promise) challenge and use their full range of powers.</b>	
--	---	--

**Total budgeted cost: £186,830 + 10,000 additional**

Further information (optional)

<p><b>Additional activity</b></p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> <li>• embedding more effective practice around feedback. <a href="#">EEF evidence</a> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</li> <li>• utilising a <a href="#">DfE grant to train a senior mental health lead</a>. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</li> <li>• offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</li> </ul> <p><b>Planning, implementation, and evaluation</b></p> <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s ‘families of schools’ a database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.</p> <p>We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.</p> <p>We used the <a href="#">EEF’s implementation guidance</a> to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.</p> <p>We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.</p>
---

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All subjects will have a proportion of ‘catch-up’ and lost Covid-19 learning. Ensuring quality, broad and balanced against the desire to return pupils to pre-covid-19 trajectory will cause some degree of ‘timetable competition’.	Ensure that timetables remain broad and balanced through the regular QA processes in school. Sensible and courageous leadership decisions about the taught programme.
Targeted support	CPD for all LSP on effective intervention delivery. Structured PDM throughout 2022-23 to compensate for lost time in lockdown.	Structured CPD throughout directed time and additional EYFS DM framework support.
Wider strategies	Attendance for all pupils, post Covid-19 restrictions, reduce learning opportunities.	Enhanced office capacity to provide challenge and support to families to attend well and regularly.

Review: last year's aims and outcomes



Review of 2021-22 outcomes:

Intended outcomes (linked to challenges)	Success criteria										
1 – Language. Improved oral language skills and vocabulary among disadvantaged pupils. Proportion of pupils in EYFS who are PP meet the expected standard in CLL is raised by 15%	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.		Read Attainment On or Exc	Read Attainment Exc	Write Attainment On or Exc	Write Attainment Exc	Maths Attain On or Exc	Maths Attainment Exc	R,W,M Attainment On or Exc	R,W,M Attainment Exc	
		YR PP(ALL)	0.71	0.21	0.64	0.14	0.64	0.14	0.64	0.14	
		YR Non PP(ALL)	0.72	0.13	0.68	0.15	0.72	0.12	0.65	0.05	
Very positive outcomes in YR show a significant narrowing of gaps between PP & Non-PP in EYFS.											

<p>2 &amp; 3 – Phonics, Maths and EYFS. Progress in EYFS and To raise the % of PP attaining the expected standard by 10% in R, Wr &amp; Ma at the end of EYFS (GLD) and KS1 &amp; 2.</p>	<p>By 24/25 – Maths at KS1 addressed through the concrete practical apparatus use linked to our maths methods scheme – mastery material  Reading through the use of comprehension, Project X, Talisman and BRP to ensure the proportion attaining R+WR+MA EXS + rises.  <b>An additional investment in time for phonic teaching YR-Y2 for the next academic year 21-22 and potentially for Y2 cohort in 22-23.</b></p>		Read Attainmnet On or Exc	Read Attainmnet Exc	Write Attainmnet On or Exc	Write Attainmnet Exc	Maths Attain On or Exc	Maths Attainmnet Exc	R,W,M Attainmnet On or Exc	R,W,M Attainmnet Exc																																												
		Y2 PP(ALL)	0.63	0.25	0.50	0.06	0.56	0.25	0.44	0.06																																												
		Y2 Non PP(ALL)	0.74	0.36	0.58	0.05	0.64	0.24	0.54	0.05																																												
		<table border="1"> <tr> <td>2102</td> <td>Abbey Infant School</td> <td>88</td> <td>0.0%</td> <td>1.1%</td> <td>2.3%</td> <td>4.5%</td> <td>18.2%</td> <td>73.9%</td> <td>37.0</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>8.0%</td> <td>92.0%</td> </tr> <tr> <td></td> <td>Disadvantaged</td> <td>13</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>15.4%</td> <td>84.6%</td> <td>38.0</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>100.0%</td> </tr> <tr> <td></td> <td>Non Disadvantaged</td> <td>75</td> <td>0.0%</td> <td>1.3%</td> <td>2.7%</td> <td>5.3%</td> <td>18.7%</td> <td>72.0%</td> <td>36.8</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>9.3%</td> <td>90.7%</td> </tr> </table>	2102	Abbey Infant School	88	0.0%	1.1%	2.3%	4.5%	18.2%	73.9%	37.0	0.0%	0.0%	0.0%	8.0%	92.0%		Disadvantaged	13	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%	38.0	0.0%	0.0%	0.0%	0.0%	100.0%		Non Disadvantaged	75	0.0%	1.3%	2.7%	5.3%	18.7%	72.0%	36.8	0.0%	0.0%	0.0%	9.3%	90.7%							
2102	Abbey Infant School	88	0.0%	1.1%	2.3%	4.5%	18.2%	73.9%	37.0	0.0%	0.0%	0.0%	8.0%	92.0%																																								
	Disadvantaged	13	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%	38.0	0.0%	0.0%	0.0%	0.0%	100.0%																																								
	Non Disadvantaged	75	0.0%	1.3%	2.7%	5.3%	18.7%	72.0%	36.8	0.0%	0.0%	0.0%	9.3%	90.7%																																								
<p>Y2 Phonic screening check results show positive impact of work.</p>																																																						
			Read Attainmnet On or Exc	Read Attainmnet Exc	Write Attainmnet On or Exc	Write Attainmnet Exc	Maths Attainment On or Exc	Maths Attainmnet Exc	R,W,M Attainmnet On or Exc	R,W,M Attainmnet Exc																																												
Y6 PP (RK)(ALL)	0.47	0.21	0.45	0.10	0.55	0.10	0.40	0.10																																														
Y6 Non PP(ALL)	0.81	0.23	0.80	0.07	0.78	0.25	0.67	0.06																																														
	Reading	Writing				Maths																																																

2 & 3 - To ensure that 90% of PP children make good and 35% make better progress against the school's curriculum.

90% of PP group in each year group make good progress from starting points; 35% make accelerated progress as measured against the school's curriculum.

10% more pupils attain the GLD, KS1 and KS2 expected outcomes.

	Below	Typical	Exceeding	Good or Better
Year Y6(ALL)	12.5	68.18	19.32	87.5
6F(ALL)	10.34	72.41	17.24	89.66
6H(ALL)		83.33	16.67	100
6Y(ALL)	27.59	48.28	24.14	72.41
Y6 Boys (RK)(ALL)	13.95	69.77	16.28	86.05
Y6 Girls (RK)(ALL)	11.11	66.67	22.22	88.89
White - British(ALL)	11.76	64.71	23.53	88.24
Indian(ALL)	12.5	50	37.5	87.5
Black Caribbean(ALL)		100		100
Any other mixed background(ALL)	14.29	71.43	14.29	85.71
Pakistani(ALL)	33.33	50	16.67	66.67
Black - African(ALL)		100		100
Y6 PP (RK)(ALL)	26.32	47.37	26.32	73.68
Y6 DSEN (RK)(ALL)	20	60	20	80
Y6 MA Reading (RK)(ALL)	4.17	45.83	50	95.83
Y6 TY Reading (RK)(ALL)	12.12	84.85	3.03	87.36
Y6 BA Reading (RK)(ALL)	42.86	50	7.14	57.14

	Below	Typical	Exceeding	Good or Better
Year 2(ALL)	18.48	42.39	39.13	81.52
2J(ALL)	6.9	58.62	34.48	93.1
2S(ALL)	29.03	22.58	48.39	70.97
2G(ALL)	20	43.33	36.67	80
Y2 Boys(ALL)	18.6	34.88	46.51	81.4
Y2 girls(ALL)	19.15	46.81	34.04	80.85
White - British(ALL)	10.64	36.17	53.19	89.36
Indian(ALL)	40	60		60
Black Caribbean(ALL)	33.33	33.33	33.33	66.67
Any other mixed background(ALL)	25	50	25	75
Pakistani(ALL)	25	50	25	75
Black - African(ALL)		100		100
Y2 PP(ALL)	26.67	46.67	26.67	73.33
Y2 Non PP(ALL)	17.33	40	42.67	82.67
Y2 SEN(ALL)	62.5	25	12.5	37.5
Y2 EAL(ALL)		100		100
Y2 MA Reading(ALL)		5.56	94.44	100
Y2 TY Reading(ALL)	16	50	34	84
Y2 BA Reading(ALL)	35.29	52.94	11.76	64.71

	Below	Typical	Exceeding	Good or Better
Year Y6(ALL)	7.87	74.16	17.98	92.11
6F(ALL)	6.67	86.67	6.67	93.33
6H(ALL)		73.33	26.67	100
6Y(ALL)	17.24	62.07	20.69	82.76
Y6 Boys (RK)(ALL)	11.63	81.4	6.98	89.37
Y6 Girls (RK)(ALL)	4.35	67.39	28.26	95.65
White - British(ALL)	8.82	67.65	23.53	91.18
Indian(ALL)		87.5	12.5	100
Black Caribbean(ALL)		66.67	33.33	100
Any other mixed background(ALL)	14.29	57.14	28.57	85.71
Pakistani(ALL)	16.67	83.33		83.33
Black - African(ALL)		80	20	100
Y6 PP (RK)(ALL)	15	50	35	86
Y6 DSEN (RK)(ALL)	20	60	20	80
Y6 MA Writing (RK)(ALL)		63.16	36.84	100
Y6 TY Writing (RK)(ALL)	8.57	80	11.43	91.43
Y6 BA Writing (RK)(ALL)	17.65	70.59	11.76	82.35

	Below	Typical	Exceeding	Good or Better
Year 2(ALL)	17.58	57.14	25.27	82.42
2J(ALL)	13.79	79.31	6.9	86.21
2G(ALL)	23.33	53.33	23.33	76.67
2S(ALL)	16.67	36.67	46.67	83.33
Y2 Boys(ALL)	19.05	54.76	26.19	80.95
Y2 girls(ALL)	17.02	57.45	25.53	82.98
White - British(ALL)	12.77	57.45	29.79	87.23
Indian(ALL)		100		100
Black Caribbean(ALL)	33.33	66.67		66.67
Any other mixed background(ALL)	25	37.5	37.5	75
Pakistani(ALL)	25	37.5	37.5	75
Black - African(ALL)		100		100
Y2 PP(ALL)	20	66.67	13.33	80
Y2 Non PP(ALL)	17.57	54.05	28.38	82.43
Y2 SEN(ALL)	37.5	37.5	25	62.5
Y2 EAL(ALL)		100		100
Y2 MA Writing(ALL)		12.5	87.5	100
Y2 TY Writing(ALL)	14.29	62.5	23.21	85.71
Y2 BA Writing(ALL)	25	60	15	75

	Below	Typical	Exceeding	Good or Better
Year Y6(ALL)	5.68	65.91	28.41	94.31
6F(ALL)	10.34	62.07	27.59	89.66
6H(ALL)		63.33	36.67	100
6Y(ALL)	6.9	72.41	20.69	93.1
Y6 Boys (RK)(ALL)	2.33	72.09	25.58	97.67
Y6 Girls (RK)(ALL)	8.89	60	31.11	91.11
White - British(ALL)	11.76	64.71	23.53	88.24
Indian(ALL)		50	50	100
Black Caribbean(ALL)		100		100
Any other mixed background(ALL)		85.71	14.29	100
Pakistani(ALL)		83.33	16.67	100
Black - African(ALL)		40	60	100
Y6 PP (RK)(ALL)	10.53	52.63	36.84	89.47
Y6 DSEN (RK)(ALL)		80	20	100
Y6 MA Maths (RK)(ALL)		50	50	100
Y6 TY Maths (RK)(ALL)		78.05	21.95	100
Y6 BA Maths (RK)(ALL)	28.57	50	21.43	71.43

	Pred % Below ARE	Pred % on Track	Pred % Exceeding	Pred % On Track or Better
Year 2(ALL)	28.57	48.35	23.08	71.43
2S(ALL)	16.67	53.33	30	83.33
2J(ALL)	24.14	65.52	10.34	75.86
2G(ALL)	40	30	30	60
Y2 Boys(ALL)	14.29	50	35.71	80.00
Y2 girls(ALL)	38.3	48.94	12.77	61.7
White - British(ALL)	14.89	53.19	31.91	85.11
Indian(ALL)	60	40		40
Black Caribbean(ALL)		100		100
Any other mixed background(ALL)	25	50	25	75
Pakistani(ALL)	62.5	25	12.5	37.5
Black - African(ALL)		100		100
Y2 PP(ALL)	26.67	53.33	20	73.33
Y2 Non PP(ALL)	27.03	48.65	24.32	72.97
Y2 SEN(ALL)	62.5	37.5		37.5
Y2 EAL(ALL)		100		100
Y2 MA Maths(ALL)		28.57	71.43	100
Y2 TY Maths(ALL)	17.46	57.14	25.4	82.54
Y2 BA Maths(ALL)	71.43	28.57		28.57

2 & 3 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- an increase in PASS outcomes
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Feelings about school	Perceived Learning Capacity	Learner Self Regard	Preparedness for Learning	Attitudes to Teachers	General Work Ethic	Confidence in Learning	Attitudes to Absence	Response to Curriculum
41.8	39.2	55.9	43.0	48.4	59.8	44.2	46.3	57.2
48.8	36.4	45.2	40.4	52.2	59.8	44.8	41.8	46.9
43.7	42.8	62.4	46.3	26.1	57.8	52.0	30.1	52.5
39.3	41.3	44.8	44.4	24.9	56.5	40.1	26.6	47.8
30.8	32.4	43.3	30.1	46.9	39.0	41.4	32.5	44.7
54.4	47.4	65.1	57.8	30.5	60.2	56.2	49.2	56.5
51.2	41.8	52.5	50.2	53.5	36.3	51.6	55.1	53.6
36.8	51.3	29.4	40.8	28.8	47.9	40.8	24.9	39.3
32.1	49.0	52.5	36.7	58.8	37.5	32.7	29.7	57.0
31.7	27.0	46.1	28.8	51.4	24.3	35.6	50.5	46.9
65.5	59.5	62.2	73.1	69.3	56.1	66.0	49.3	54.2
71.8	65.8	67.0	65.7	75.8	79.1	78.1	68.8	61.2
37.5	37.7	63.1	49.7	27.1	59.2	47.5	29.7	51.7
50.0	34.3	32.3	58.5	56.3	39.0	44.3	48.8	42.9
63.9	50.5	62.8	63.8	50.7	59.8	60.7	60.7	48.1

Feelings about school	Preparedness for learning	Learner self-worth	Response to learning
72.6	63.1	64.5	59.6
74.2	65.0	63.6	49.8
70.8	100.0	65.5	56.9
100.0	100.0	81.2	50.6
47.1	62.9	53.8	53.4
100.0	100.0	80.9	41.4
100.0	100.0	62.9	61.1
50.8	65.2	52.7	56.6
43.0	100.0	68.3	50.1

5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than

In 21-22 (up to HT5) KS1:  
 95.80% (non) v 94.26% (PP) – difference of 1.54% (A reduction in gap from 2020-21)  
 8.9 (non-PP PA) v 10% (PP PA – only 4 pupils) – difference of 1.1 % (A reduction in gap from 2020-21)

In 21-22 (up to HT5) KS2:  
 96.72 % (non) v 94.52% (PP) – difference of 2.2% (A reduction in gap from 2020-21)  
 6.5% (non-PP PA) v 14% (PP PA) – difference of 7.5% (A reduction in gap from 2020-21)

For a minority of pupils in KS1 (4/270) and KS2 (13/360) attendance needs to improve.

	2% lower than their peers.			
<b>1. Review of expenditure</b>				
<b>Previous Academic Year 2018-19</b>		<b>This section refers to the 18-19 review as there is no assessment information for 19-20 or 20-21</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  (and whether you will continue with this approach)	<b>Cost</b>	
Raise the % of PP attaining the expected standard by 10% in R, WR & MA at the end	at KS2, for Ma & Wr where PP are within 1 pupil of the school.	Continued Performance  management target support whole school progress to raise attainment.  <b>Continue.</b>  Mindful to avoid one-year data fluctuations detracting from 'big picture'.	£85,000	
	Reading % at ARE dropped with 4 children at a SS of 99.  GDS PP remains strong at R 18%, Wr 21%, Ma 21%			

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  (and whether you will continue with this approach)	<b>Cost</b>	
to ensure that 90% of pupil premium children	High quality intervention	es – there is broad parity across the school with (on average) 85% + making good or better progress.	Y1 (new Y2) & Y2 (new Y3) remain needing additional intervention linked to SEMHS.	£100,000	
<b>iii. Other approaches</b>					

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned  (and whether you will continue with this approach)	Cost
To increase the % of PP children who are more-able	In-class PM target	Yes – whilst there are is some Variability across year groups, there has been a year on year increase. This has been evaluated well also	Partially – PP GDS will remain a focus to maintain at the GDS % and accelerate targeted group to move a prior attainment band by the end of the key-stage	£0
To ensure that children are emotionally ready to learn.	SEMHS programme	SEMHS still presents a challenge for some PP pupils. Targeted support, Early help, specialist counselling, PPE, Boxall Profile, Emotion Coaching.	Additional LTS SEMHS work to support. SEMHS in unstructured time. Ready, Steady, Go, Emotion Coaching.	£40,000

*Note: Costs exceed the PP funding and represents a further investment.*

Change Log	Event
Oct '21	October '21 updated to DFE template V5
Nov '21	Following P&C Governor meeting – updated to DFE guidance published 1/11/21  From: <a href="#">Department for Education</a> Published 18 October 2019 Last updated 1 November 2021 — <a href="#">See all updates</a>  Added funding overview; re-written using the DFE template 1/11
May '22 v1.3	Updated proforma using March 2022 template.

	<p>Analysed the school attainment and achievement information from EYFS-Y6; Looked and analysed wider barriers to progress. Updated barriers; revised strategies to narrow gaps. Added additional EEF and school-based links.</p> <p>Census infographic from Spring 2022; PASS outcomes for disadvantaged pupils added</p>
--	--