

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Abbotswood Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	23% (84 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rob Cockle, Executive Headteacher
Pupil Premium lead	Sian Griffiths
Governor lead	Mary Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,320
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	£ 124,320

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 Abbotswood Primary School, we believe that all children, irrespective of their background, should aim high, believe and achieve.

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.

We believe that quality first 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

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Our internal assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are mainly evident from KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Outcomes Internal assessments have indicated that knowledge retention is an issue for our children, especially in the disadvantaged children. The children of Abbotswood are not always provided with rich experiences due to a lack of parental support. This then affects the engagement of the pupils in the classroom. As a school, we aim to improve the curriculum and wider opportunities (cultural capital) for our children.
3	Pastoral Teacher referrals for support have markedly increased since the pandemic. More children currently require additional support with social and emotional needs, with more receiving small group interventions.
4	Attendance Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.

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 oracy, listening skills and vocabulary amongst our disadvantaged pupils. • Language rich classrooms • Purposeful partner talk • High quality language modelled by all adults • High quality texts to be used in the classroom	Observations indicate significantly improved oral language among all pupils, especially the disadvantaged pupils. There will be an increase in engagement in lessons. Evidence of Oracy 21 techniques being used in classrooms. Shared reading – high quality books chosen and being used. All children to have completed the NELI programme by the end of Year 1.
To have increased engagement, retention of knowledge and motivation from all pupils in all lessons resulting in improved outcomes for all.	Lesson observations show less passive learning and more engaged children in all classrooms. Engaging curriculum being delivered to all year groups with an increase in otherwise inaccessible activities and learning opportunities. Increase the progress for all groups of children in reading, writing and maths, in line with their identified baseline.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, and teacher observations • Children being given opportunities to participate in otherwise inaccessible activities • Having access to ELSA support when needed
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 lowered and the attendance gap between disadvantaged pupils

	and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being lower than their peers.
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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: £ 40,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Oracy project Continue with the Voice 21 oracy project to embed strategies into the classrooms. (elevate classroom practice) Staff to be trained in the strategies and regular observations to take place to ensure consistency. Release time for staff to conduct observations.	The frameworks and publications from Voice 21 have the capability to strengthen the ability of teachers and school leaders to practically understand what works and how to develop a high quality oracy education. Voice 21 Oracy Benchmarks provides a framework to identify, guide and empower teachers who are developing and refining their oracy practice. The EEF identify and acknowledge the importance of oracy and work closely with Voice 21. The research identifies that quality oracy projects can on average, have a high impact on pupils outcomes of 6 months additional progress. Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk) The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
RWI phonics High quality teaching of phonics with a clear progression	Phonics approaches have a strong evidence base that indicates a positive impact of the accuracy of word reading (through not necessarily comprehension), particularly for disadvantaged.	1, 2

	Read, Write Inc (RWI) to be implemented across the school. RWI is a validated DfE scheme. Phonics EEF (educationendowmentfoundation.org.uk)	
RWI phonics Training for new staff in RWI (DfE validated phonic programme) Screening and interventions regularly run to ensure children are kept at the appropriate level. Purchase of additional resources.	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	1, 2
NELI New staff to complete the required NELI training. Children to be screened and under achieving children identified. Intervention groups to run as identified.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Curriculum – Light up Learning Outside company support to develop a Light up learning – IN-SET days to plan a challenging curriculum for all year groups.	Lighting Up Learning work alongside staff to embed enquiry led pedagogy linked to the school curriculum map. Lighting up learning explain that research suggests that when young people are held responsible for their learning, they are engaged and challenged. People, places and stories are at the heart of each enquiry-led framework. Combining cognitively appropriate questions with progressive challenges all link to the local content. The enquiry-led process also enhances oracy and the development of oracy skills. Lighting up Learning	2

Curriculum – Early Excellence project Early Excellence Continuous Provision Project The implementation of play based learning into Year 1	The EEF highlight that research for play based learning is not consistent. However, as an average, studies of play that include a quantitative component suggest that playbased learning approaches improve learning outcomes by approximately five additional months. Play-based learning EEF (educationendowmentfoundation.org.uk)	2
MITA Project Improving the quality of TA delivery and effective use of TAs in the classroom, encouraging independent and resilient learners. 2024-2025 – continue to use the good practice	MITA is an agency who provide consultancy and training for school leaders, teachers and TA's to help ensure TA's thrive in their role and contribute to improved outcomes for pupils. An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement EEF blog: Maximising the Impact of Teaching Assistants in the... EEF (educationendowmentfoundation.org.uk)	2, 3
EEF 5 a day Improving the knowledge of teachers through 5 staff meetings with gap tasks to reflect on practice.	Staff to take part in the EEF 5 a day training - Cognitive and metacognitive strategies - Scaffolding - Flexible groupings - Explicit instructions - Using technology EEF blog: The Five-a-day approach: How the EEF can support EEF	2, 3
The use of AI in the classroom Training for all staff	Training for staff to know what is available through the use of AI to support with workload and enhance lessons. Teachers using ChatGPT - alongside a guide to support them to... EEF	2, 3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI interventions Children to be screened and regular sessions run	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	1, 2
NELI interventions	Small intervention groups to be run for those children who have limited language and vocabulary, as identified from the screening assessments. Nuffield Early Language Intervention (NELI) - Reception EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Mastering number to be rolled out to KS1 Training for staff Observations to ensure consistency	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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Coordinating mathematical success: the mathematics subject report - GOV.UK (www.gov.uk)	2
Lexia Take part in the trial, starting with Year 2 then rolling out to other year groups	Lexia Reading Core5® (Lexia) aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.	1, 2

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO - attendance Attendance data reviewed weekly to ensure early intervention. EWO to attend attendance meetings with parents twice a term. Funded breakfast club used as a strategy where needed.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk) Understanding the use of Attendance & Family Liaison Officers... EEF (educationendowmentfoundation.org.uk) The EEF evaluation of school breakfast clubs, found that a model free, universal, before school club was a cost effective way of raising pupil attainment and attendance in primary schools. Similarly, breakfast and snack provision helps ensure that no child has to learn when they are hungry. Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	4
ELSA sessions for specific children will be more frequent. Additional ELSA hours for 2024-2025	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Forest Schools sessions to be a regular part of the	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3

curriculum for chosen year groups. All children within the chosen year groups to attend forest schools sessions.		
Cultural capital experiences to be woven through the curriculum. Children will be provided with experiences which they would not have otherwise.	Additional non-academic activities can provide free or low cost alternatives to sport, music, and other enrichment activities (such as trips or camps) that more advantaged families are more likely to pay for outside of school. Having the option to attend these after school can also have an impact on attendance due to the requirement to be in school in order to attend Extending school time EEF (educationendowmentfoundation.org.uk)	2
Parent link worker	Parent Liaison Advisors roles as identified by the government are guided by: "three underpinning principles: rights and responsibilities: supporting parents to meet their responsibilities to their children; progressive universalism: support for all, with more support for those who need it most; and prevention: working to prevent poor outcomes for children, young people and their parents from developing in the first place" The EEF identifies that working with parents in a range of ways to support their children can have a positive impact of +4 month's progress.	4

Total budgeted cost: £ 125,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic years.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics intervention	RWI Phonics
Oracy Project	Voice 21
Curious City Enquiry Curriculum	Lighting up learning
Play Therapy	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.