Pupil premium strategy statement - Abbey Hey Primary Academy 2025-2026

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	661
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kylie Losper
Pupil premium lead	Vicki Chadderton Scott Buckley
Governor / Trustee lead	Clare Courtney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£549,724 + £21,000 EYFS funding
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*	£570,724

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Hey Primary, our core aim is to ensure that every pupil—regardless of background or barriers—makes strong progress and achieves high standards across all subject areas. Our Pupil Premium strategy is designed to support disadvantaged pupils in meeting this goal, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable pupils, such as those with social worker involvement, and the activities outlined in this statement are intended to address their needs, whether or not they are classified as disadvantaged.

High-quality teaching is central to our approach. By prioritising areas where disadvantaged pupils require the most support, we maximise impact on closing attainment gaps while simultaneously benefiting all pupils. Our intended outcomes also include sustaining and improving attainment for non-disadvantaged pupils alongside progress for their disadvantaged peers.

This strategy aligns with wider school plans for education recovery, particularly through targeted support funded by Pupil Premium for pupils most affected by disrupted learning, including non-disadvantaged pupils.

Our approach is evidence-informed, responsive to common challenges and individual needs, and rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we have adopted are complementary and designed to enable pupils to excel. To ensure effectiveness, we will:

- Maintain the highest expectations for all pupils, irrespective of background or barriers.

- Ensure disadvantaged pupils are consistently challenged through ambitious learning opportunities.

- Intervene promptly when needs are identified.

- Embed a whole-school approach where all staff take responsibility for outcomes and raise expectations of what disadvantaged pupils can achieve.

- Guarantee access to enrichment opportunities for disadvantaged pupils, ensuring equity across the school community.

Challenges

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

Challenge number	Detail of challenge
1	The number of children arriving at Abbey Hey with lower-than-average development in speaking and listening therefore impacting phonics.
2	Attendance of Pupil Premium children
3	The number of children achieving ARE in Mathematics
4	The number of children achieving ARE in Writing in KS2
5	The number of children achieving combined (RWM) at the End of KS2 (Project 80+)

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.

Challenge	Intended outcome	Success criteria
1	Increase the proportion of pupil premium children in Year 1 and Year 2 passing the phonics screening test.	All targeted pupil premium children in Year 1 and year 2 pass the phonics screening assessment in Summer 2026.
2	Increase the attendance of pupil premium children	To reduce the number of Pupil Premium children who are persistently absent so that it is more in line with national at 20%.
3	To increase the proportion of pupil premium children achieving ARE in Maths	All targeted pupil premium children achieve ARE in maths by the end of the academic year.
4	To increase the proportion of pupil premium children achieving ARE in Writing across Key stage 2	All targeted pupil premium children in Years 3 – 6 achieve ARE in Writing by the end of the year.
5	To increase the proportion of pupil premium children achieving ARE in Reading, Writing and Maths across Key stage 2	All targeted pupil premium children in Years 3 – 6 achieve ARE in Reading, Writing and Maths across Key stage 2

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: £157,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue subscription to **DfE validated Systematic Synthetic Phonics programme** ReadWriteInc. synthetic phonics and ReadWriteInc Spelling Programme. Train all TAs and teachers to deliver this, including any additional training throughout the year. Deployment of highly trained staff to deliver phonics lessons to appropriately grouped children.	This highly-structured synthetic phonic programme enables children to rapidly decode and read English. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: **Phonics	Teaching and Learning Toolkit	EEF** It also takes a highly structured approach to teaching children how to spell with automaticity which helps with the writing process.	1, 4 and 5
Deployment of Oracy lead to continue to train teachers and TAS to model high quality speaking and listening practice.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1, 3, 4 and 5

Ensure we recruit and retain the best and most experienced teachers to teach our learners. PPA cover provided by experienced teachers. Areas of development identified to support teaching and learning which is mapped out across the year. CPD provided on this in line with our Teaching and Learning Handbook and Steplab, including Instructional Coaching. Instructional coaching – Middle leader to coach and train coaches through CPD and support sessions. Middle leaders to be deployed to coach teachers on specific, high-impact strategies for disadvantaged pupils: Direct Vocabulary Instruction, Pre-Teaching and Dynamic Feedback.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice. In terms of impact on student outcomes, instructional coaching has one of the strongest evidence bases of any form of CPD - and it can be made 'mechanism-rich'. **What is Instructional Coaching and How Does It Work? | Ambition Institute** High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute **https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/**	1, 2, 3, 4 and 5

Purchase of WellComm speech and language toolkit to assess, track and support early language development. Share best practice from other settings through United Learning network, United Learning EYFS lead visits.	Research has shown the highly- structured, small-step interventions accelerate children's learning and fills the gaps enabling them to better succeed in the classroom Evidence suggests that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. **EEF blog: The ShREC approach – 4 evidence-informed strategies…	EEF (educationendowmentfoundation.org.uk)** **EEF	Communication and Language (educationendowmentfoundation.org.uk)** Communication and language approaches typically have a very high impact and increase young children's learning by seven months. **https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches**	1
Reading – whole school approach for teaching Reading through KS1 and KS2. Our reading curriculum is mapped out to ensure a progression of skills identified in the national curriculum, including fluency. Fluency and prosody explicitly taught in reading lesson and through 1.1 daily reading. Assessed through the fluency rubric on pace,	"Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content." EEF **https://educationendowmentfoundation.org.uk/reading-house/fluency** Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog **https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency** 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 and 5

accuracy, phrasing and expression. Targeted interventions for bottom 20% of readers and phonics.		

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

Budgeted cost: £ 220,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Robust assessment analysis to provided directed interventions. Interventions and Catch Up, Keep Up will be implemented	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition	Teaching and Learning Toolkit	EEF Small group tuition	Teaching and Learning Toolkit	EEF	1, 3, 4 and 5

with the help of DfE's guide: [Tutoring: guidance for education settings](#) Interventions and additional support based on accurate data analysis using a range of tools such as Smartgrade and Boost Insights.		
Deployment of SLT and subject specialist leads (phonics) to support catch-up and keep up for the academic year: Phonics, Reading, Writing and Maths.	Research shows that Catch-Up is effective in supporting pupils to fill gaps, provide pre-learning, post- learning and focused 1:1 feedback and support.	1, 3, 4 and 5
Purchase of programmes targeted at closing the academic gap and to bridge home-school barriers. Purchase of Learning with Parents and Learning by Questions	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: **[Oral language interventions | Teaching and Learning Toolkit | EEF](#)** Bespoke Engagement Education strongly believe that education should be based around an individual's strengths with continual positive rewards. **Learning by Questions** aides with accelerated pupil progress. Continuous formative assessment. The teacher can make highly informed interventions and most importantly, pupils receive scaffolded feedback after every answer. **https://www.lbq.org/primary/benefits/for-**	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
PathFinder Project across Upper Key Stage 2. Training of staff by UL Digital Strategy Lead to support staff in delivering quality lessons using a range of different technologies.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute **Using Digital Technology to Improve Learning | EEF**	

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

Budgeted cost: £ 190,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve appointing attendance/support officers to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. **https://www.gov.uk/government/publications/working-together-to-improve-school-attendance**	2

improve attendance.		
Access to extracurricular activities and funded after-school activities and clubs for targeted children. Funding towards educational trips and experiences to promote and raise cultural capital amongst disadvantaged pupils.	Extracurricular activities are an important part of education in its own right. Benefits are gained from exposing children to new experiences which an increase interest and engagement in subject matter to cultural enrichment that pupils might not get a home. Pupils who take part in learning outside the classroom improves their standard of work and increases confidence and self-esteem. – OFSTED Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. **https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf** There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.	2
Funded Breakfast club to improve attendance.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	2
Funding for attendance activities to promote improved attendance of pupil premium children who fall below the DfE's Project 95 attendance strategy.	Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling. **Supporting attendance	EEF (educationendowmentfoundation.org.uk)** The **Department for Education's** (DfE) goal for **95% pupil attendance**, which is a key performance indicator for schools, or potentially a reference to a specific project related to this goal. For example, the Department for Education's "Regional Improvement for Standards and Excellence" (RISE) programme focuses on improving school standards, and school attendance is a crucial component of this. The DfE also sets statutory guidance for schools to ensure pupils receive a suitable education, which includes regular school attendance.	2

Funding a Family Support worker and Pastoral Support Teaching Assistants. Attendance team track and analyse pupil premium attendance to identify and address barriers to attendance. Funding of items required to remove barriers to attending school, including uniform, clothing, emergency items. Food and Clothing Bank for families in need.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). (EEF)	

Total budgeted cost: *£567,600*

Contingency cost: *£3,124*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Our evaluation of the approaches delivered during the last academic year are here:

Challenge 1: The number of children arriving at Abbey Hey with lower-than-average development in speaking and listening therefore impacting phonics.

	2023/2024	2024/2025		
	Summer	Autumn	Spring	Summer
All	77%	72%	82%	91%
PP	69%	73%	83%	92%
NPP	90%	71%	80%	90%

Children in this Year 1 cohort made accelerated progress with 91% passing the screening, 3% higher than the aspirational target set. Pupil Premium pupils exceeded this outcome by 1% with an attainment percentage of 92%. This was due to targeted intervention and deployment of highly-trained staff through the delivery of the ReadWriteINC synthetic phonics programme.

Challenge 2: Attendance of Pupil Premium children.

	Summer 2024	Summer 2025
Whole school attendance	93.4%	94%
Whole school PA	22%	19.71%
PP attendance	93%	93.53%
Non-PP attendance	93.8%	94.76%
PP PA	26.7%	21.21%
Non-PP PA	19%	16.97%

Pupil Premium (PP) attendance has shown consistent improvement year on year, increasing from 92% in the academic year 2022/23, 93% in 2023/24 to 93.53% in 2024/2025 which is closing to the national overall attendance average of 94.1%.

This reflects the school's ongoing commitment to supporting attendance and engagement for disadvantaged pupils.

Challenge 3: The number of children achieving ARE in Mathematics.

End of Key Stage 2 national average in mathematics for disadvantaged pupils was 61% with a disadvantaged gap percentage gap of 19%. Our data shows all year groups pupil premium percentages at ARE are well above national for mathematics: Pupil Premium percentages either exceeds or are much closer than the national gap.

Year	Maths			
	Cohort	PP	Non-PP	% gap
1	89%	90%	88%	+2%
2	73%	71%	74%	3%
3	85%	82%	93%	11%
4	87%	88%	78%	+10%
5	66%	79%	77%	+2%
6	90%	89%	93%	4%

Challenge 4: The number of children achieving ARE in Writing in KS2.

End of Key Stage 2 national average for writing disadvantaged pupils was 59% with a disadvantaged gap percentage gap of 19%. Our data shows all year groups pupil premium percentages at ARE are in line or above national percentages: Pupil Premium percentages are much closer than the national gap, except for year 5 where it is roughly in line with the national average.

Year	Writing			
	Cohort	PP	Non-PP	% gap
3	60%	59%	63%	4%
4	68%	66%	71%	5%
5	65%	59%	77%	18%
6	83%	82%	86%	4%

Challenge 5: The number of children achieving combined (RWM) at the end of KS2 (Project 80+).

Cohort	Pupil Premium	NPP
Reading 91%	Reading 90%	Reading 93%
Writing 83%	Writing 82%	Writing 86%
Maths 90%	Maths 89%	Maths 93%
Combined 83%	Combined 82%	Combined 86%

Our end of Key stage 2 attainment data shows our pupils are achieving above national averages for overall attainment and exceeding the national disadvantaged combined average of 47%.

In reading, 75% of pupils met the expected standard.

In maths, 74% of pupils met the expected standard.

In writing, 72% of pupils met the expected standard.

Our evaluation of the approaches delivered last academic year indicates that the attainment of Pupil Premium children in reading, writing and mathematics continues to improve across Key Stage 2. Incremental gains are being achieved each academic year within the consistent cohort of PP children, highlighting the sustained efforts of staff to close attainment gaps.

Regular Pupil Progress meetings involving middle and senior leaders play a critical role in identifying PP children who require additional support, enabling tailored interventions to provide the necessary boost for their progress. Interventions that have taken place following pupil progress meetings have ensured disadvantaged pupils are able to keep up with their peers.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ReadWriteInc Phonics	Ruth Miskin
Spelling Shed	Education Shed Ltd
Letter-join	Letter-join
SHINE	Rising Stars
WellComm	GL Assessment
Learning by Questions	Learning by Questions
Learning with Parents	Learning with Parents
*BLAST (*Boosting Language Auditory Skills and Talking) Programme	BLAST

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.