

Pupil premium strategy statement – Abbey Primary School, WS3 2RP

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2025-26

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 Primary School
Number of pupils in school (not including YN)	200 (funding based on previous years pupils)
Proportion (%) of pupil premium eligible pupils, including ever 6 pupils.	52% 111 pupils inc. 3 LAC pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	September 2024 (reviewed in December 2025)
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Amy Phillips (Chair of Governors)
Pupil premium lead	Mr Mark Gilbert
Governor lead	Mrs Amy Phillips (CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,510 (inc. LAC)
Total budget for this academic year	£171,510

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Due to the fact, many of our children enter school well below the national expected level we have to ensure they make accelerated progress across all year groups in school. Most children enter YN/YR below or well below ARE compared to national averages. Narrow the gap to national of all PP children, compared to non-PP pupils.
2	Many children enter school with under developed oral language skills, and the vocabulary gaps between different groups of children is measurable. This continues across the school. Speech and language issues when entering Early Years, poor vocabulary and understanding of vocabulary as children progress through school.
3	Staff confidence in helping support children with more complex SEND and other learning needs.
4	Our attendance data indicates that some families fall below the expected attendance levels and this obviously has a huge effect upon their attainment in school

	Low attendance rates & high persistent absence.
5	Identified children have basic needs that are not met, e.g. breakfast, equipment for school, support at home & wearing suitable clothes.
6	Observations/discussions tell us there is a rising number of children who need extra support with their own wellbeing and mental health issues. Social and emotional issues need to be supported to enable children to feel safe and settled and allow them to learn. Emotional coaching and support and meeting pupils needs, with a focus on attachment and trauma.
7	Some of our children have a limited experience of activities outside of school, they often do not leave the local area and some have very limited experiences beyond the family home. This means they have limited first hand opportunities to develop their own cultural capital. Providing enrichment opportunities that may not be afforded all pupils

Contextual Information inc. 3 year trend

We have observed a slight decrease in pupil numbers however a slight increase in the number of children that are disadvantaged, also a significant increase in the number of SEN needs across the school.

Whole School

Contextual Grouping		2023		2024		2025	
		School	LA	School	LA	School	LA
NoR	NoR	233	30078	233	30124	230	29983
Gender %	Boys	58	51	57	51	56	50
	Girls	42	49	43	49	44	50
SEN %	No SEN	84	82	85	82	72	80
	SEN Support	14	14	12	13	23	14
	EHC Plan	2	4	3	5	4	6
Disadv. % (Rec-Y6)	Yes	50	38	52	38	52	40
	No	50	62	48	62	48	60
FSM % (Rec - Y6)	Yes	49	37	52	37	52	39
	No	51	63	48	63	48	61
EAL %	Yes	10	26	10	26	10	27
	No	90	74	90	74	90	73
Ethnicity %	Bangladeshi	0	3	0	3	0	3
	Black African	3	5	3	6	4	6
	Indian	1	9	1	9	1	9
	Other	10	16	11	16	10	17
	Pakistani	1	10	2	10	2	10
	White Other	5	4	6	4	6	4
	White British	79	54	78	52	77	50

Your School's Average:	0.38
LA Average:	0.26

Number & % of pupils in each decile band (5 banding)

Map Key	Decile Band	%	Number	
	80-100	4%	9	<i>Least Deprived</i>
	60-80	0%	0	
	40-60	2%	4	
	20-40	2%	4	
	0-20	93%	212	<i>Most Deprived</i>

Ultimate Objectives:

- To narrow the gap between disadvantaged and non-disadvantaged children in statutory assessments and also in internal school assessments.
- For all disadvantaged pupils to exceed national expected progress, in order to achieve aged-related/expected, at the end of Year 6, therefore achieving a good pass in GCSE English and Maths, at the end of secondary school.

Achieving These Objectives:

- Embedding evidence informed practice into classrooms, to improve quality first teaching.
- Subsidising activities, educational visits and residentials to ensure all children get access to quality first-hand experiences, which enhance their learning.
- Small group evidence informed interventions to overcome gaps in learning.
- Accelerating progress (moving children to at least age-related expectations)

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
Increase the percentage of PP pupils working at age-related expectations in Reading, Writing and Maths. Achieve this primarily through quality first teaching and targeted intervention which: • Improves the outcomes for pupil premium children to minimise learning loss between year groups and bring attainment in line with age related expectations. • To narrow the gap between pupil premium pupils and their peers in reading, writing and maths	Progress from KS1-KS2 will be in line or above non-disadvantaged national average for Pupil Premium pupils. Attainment for Pupil Premium pupils at the end of KS1 and KS2 in school will be at national averages in Reading, Writing, Maths (and GPS at KS2). Pupils eligible for PP funding to receive extra support/tutoring as needed. Most able children need to make at least expected progress across the school. Evidence will be seen in trackers, book trawls, learning walks and discussion with children.

To increase opportunities for Pupil Premium children to read in school and to support parental engagement in helping children read at home, frequently.	A greater percentage of Pupil Premium pupils will read in school, and parents will hear their children read with pupils more frequently. Parent RWI and reading at home workshops will be held annually
Improved vocabulary and oral skills. For pupils to develop spoken language, comprehension and understanding at age related level in EYFS.	Comm. & Lang at the end of EYFS show improvements to be line or above National ARE. All children in EYFS will be assessed using the Welcomm Programme and show impact of programme delivery. All children to experience direct teaching of vocabulary across the school. This to be evidenced through discussions with children and observations of classrooms and written work. A second Level 3 teaching assistant to be funded in EYFS to support this work further.
To improve attendance and punctuality, to be in line or above national averages	Children will arrive on time and all children's attendance who was below 90% (PA) will improve, with PP children's attendance at national averages. All pupil with attendance levels below 96% are monitored/supported by PSA. This means attendance levels are high and families supported/challenged when these levels drop.
To continue to embed the support for vulnerable children and families, ensuring their basic needs are met, and developing the support the cluster can give through early help. For all children to feel safe and secure at school enabling them to focus on learning – support looks different depending upon the children's level and type of need.	Families supported by the school, with reduction in child protection, child in need and early help cases. Children and families to feel supported and this will be evidenced through parent/child questionnaires and discussions. The level of engagement and attainment/progress made by identified children is directly linked to their wellbeing.
To give each child an opportunity to start the day without feeling hungry and/or thirsty	PP children will have access to free breakfast/toast (and milk in EYFS), on a daily basis, enabling better concentration and learning ability in lessons.
For all children to experience a range of first hand experiences.	For ALL children to experience school activities regardless of cost and for these experiences to have an impact upon learning and further knowledge of the world. All children in KS2 to learn a musical instrument through music lessons in school

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching

Budgeted cost: £35,395

Activity	Evidence that supports this approach	Challenge number(s) addressed & EEF Toolkit strand
Phonics Continued whole school staff professional/subject leadership development around teaching of Phonics – RWI to secure high quality teaching and interventions for all pupils. Coaching of staff by the phonics leader in school.	Teaching assistants subject knowledge will be developed, this will mean the support in the classes is of a higher quality and more consistent across the school. Phonics approaches have a strong evidence basis, which indicate a positive impact on accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics EEF Teaching and Learning Toolkit (Phonics): Phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.	1
Implementation of the NCETM Mastering Number intervention across the school and associated training for staff. Release for the maths leader and reading leader to attend CPD to improve the quality of teaching (NCETM and English Hub)	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches.	1
Nursery Provision Funded 30hrs in Nursery	“Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.” Evidence on early years – EEF Teaching and Learning Toolkit.	1-4

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

Budgeted cost: £101,310

Activity	Evidence that supports this approach	Challenge number(s) addressed & EEF Toolkit strand
Class teachers and support staff to deliver Mastering Number program for pupils in Reception-Y2	EEF - Improving Mathematics in the Early Years and Key Stage 1	1
Teaching assistant support - to develop the skills in Maths and English, through targeted support and small group intervention.	Support on a 1:1 basis or part of a small group to provide pupils with the opportunity to: - improve reading, writing or Maths (as appropriate) - Increase confidence, through pre-teaching - inspire a lifelong love of learning Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals.	1, 3 Teaching assistant interventions
Additional teacher (5 mornings a week) to focus smaller groups for Y6 to teach Maths and Reading (Aut term 25) and Maths in Y5.	Small groups increase pupil teacher ratios, to enable more effective, timely support in lessons. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive	1 Reducing class sizes
Additional booster HLTA (daily to lead & teach phonics sessions + twice weekly catch-up for Y1&YR) + annual parent workshop	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	1, 2 Phonics Parental engagement
LAC tutoring sessions	Home tuition sessions weekly x 1hr to focus on Maths and English for pupil post LAC and current EAL.	1, 6 Individualised instruction
Additional support for 1:1 Reading (1xTA one PM session)	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2, 6, 7 Reading comprehension strategies
Wellcomm for EYFS to support speech and language interventions, resources and CPD	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training to support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	2, 3 Oral Language interventions

Freckle Math intervention	Adapted student support that is tailored to the needs of pupils, across the age ranges to help support Maths progress	1, 6 Individualised instruction
Y4 Times table intervention – daily	Focused support for pupils to practice and improve knowledge of times tables, led by a Teaching assistant.	1 Individualised instruction
Booster sessions delivered by school staff after school to identified Y6 PP children.	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those who are falling behind. Both lower and higher attaining children. EEF research.	1 Individualised instruction
Drawing Club introduced to KS1 to aid improvement in writing outcomes.	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners.	1

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

Budgeted cost: £34,805

Activity	Evidence that supports this approach	Challenge number(s) addressed & EEF Toolkit strand
Whole staff re-fresher training on attachment and trauma and emotion coaching. This will inform a new behaviour policy.	EEF evidence around behaviour interventions.	6
Rock-It music teacher to deliver music lessons on a weekly basis	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	7 Art's participation
Support the Wellbeing and Mental Health of pupils across the school – introduction of My Happy Mind	Create the best conditions for learning for every pupil so that they can achieve their potential. Staff confident to deal with low level mental health issues and prevent escalation, or signpost to supporting agencies as required. Training for staff on a needs basis	6 Social and emotional learning
Speech and language therapist working in school with children, also families attending appointments in school rather than attend clinic.	The work that the Sp&Lang therapist does in school helps support staff with strategies to work with the children, and children and families in improving speech and understanding, which aids communication and language, especially in EYFS	2 Oral Language interventions
School Engagement and Enrichment Co-coordinator to work with families in need of targeted support.	Support for pupils who are at risk of harm, or being harmed. Support given provides pupils the opportunity to feel settled with home conditions and therefore more settled in school.	3, 4, 5, 6, 7 Parental engagement

Education Welfare Officer service to help support improved attendance and punctuality, with home visits and attendance at panel and parent meetings	Attendance in school leads to better outcomes for pupils, less missed lessons and learning time. Reports for governors and stake holders	4 Parental engagement
Forest School & OPAL	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	7, 8 Outdoor adventure learning Physical activity
Milk for all FSM pupils	Pupils have a healthy diet and are taught to make healthy food choices	5
Staffing Breakfast Club daily for up to 50 pupils. All children to receive toast in the morning.	Children will come to school ready to learn, and if hungry be given food Children can concentrate and be more effective learners NHS evidence states that if children are hungry they can't concentrate or learn	5 Extending school time
Trips and visits	Contribution towards visits and experiences so that pupils are more able to attend visits and experiences with less impact on family finances.	5, 7 Outdoor adventure learning Physical activity
Educational resources to help support pupil premium and the wider pupil community and CPD	Contribution to pupil resources and support for targeted CPD	

Total budgeted cost: £171,510

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 2024-25

ATTENDANCE

Whole school 93.8%

PP 91.9%

Non-PP 95.9%

End of Summer Term 2025

The definition of a disadvantaged pupil includes pupils adopted from care as well as those who are FSM ever 6 or CLA.

PP/FSM end of EYFS

Contextual Group		No. Pupils	% Good Level of Development	% 2 All Prime Areas	% 2 All Specific Areas	Avg number of ELG's at the expected level	% 2 across all 17 ELGs
All	All	30	57	70	57	13.1	56.7
Gender	Boys	18	39	56	39	11.4	38.9
	Girls	12	83	92	83	15.7	83.3
SEN	No SEN	18	72	94	72	16.2	72.2
	SEN Support	12	33	33	33	8.5	33.3
	EHC Plan	0	-	-	-	-	-
Disadvantaged	Yes	12	42	67	42	12.8	41.7
	No	18	67	72	67	13.3	66.7
FSM	Yes	12	42	67	42	12.8	41.7
	No	18	67	72	67	13.3	66.7
EAL	Yes	2	100	100	100	17.0	100.0
	No	28	54	68	54	12.9	53.6

Eligible cohort: 12 Ineligible cohort: 0		Emerging	Expected
Prime Learning Goals¹		33.3%	66.7%
● Communication & Languages¹		33.3%	66.7%
Listening, Attention & Understanding		33.3%	66.7%
Speaking		16.7%	83.3%
● Personal, Social & Emotional Development¹		25.0%	75.0%
Self-Regulation		25.0%	75.0%
Managing Self		16.7%	83.3%
Building Relationships		25.0%	75.0%
● Physical Development¹		16.7%	83.3%
Gross Motor Skills		8.3%	91.7%
Fine Motor Skills		16.7%	83.3%
Specific Learning Goals¹		58.3%	41.7%
● Literacy¹		58.3%	41.7%
Comprehension		33.3%	66.7%
Word Reading		50.0%	50.0%
Writing		58.3%	41.7%
● Mathematics¹		8.3%	91.7%
Numbers		8.3%	91.7%
Numerical Patterns		8.3%	91.7%
Understanding the World¹		25.0%	75.0%
Past & Present		25.0%	75.0%
People, Culture & Communities		25.0%	75.0%
The Natural World		16.7%	83.3%
Expressive Arts & Design¹		33.3%	66.7%
Creating with Materials		25.0%	75.0%
Being Imaginative & Expressive		25.0%	75.0%
● Good Level of Development		58.3%	41.7%
All Early Years Foundation Stage Profile Goals¹		58.3%	41.7%

PP/FSM Phonics screening

Contextual Group		Year 1			Year 2 (resits)			Combined		
		No. Pupils	% Working At	Average Mark	No. Pupils	% Working At	Average Mark	No. Pupils	% Working At	Average Mark
All	All	30	87	31.7	2	0	7.5	32	81	30.2
Gender	Boys	16	81	29.2	1	0	1.0	17	76	27.5
	Girls	14	93	34.6	1	0	14.0	15	87	33.2
SEN	No SEN	22	100	36.8	0	-	-	22	100	36.8
	SEN Support	5	40	14.2	1	0	14.0	6	33	14.2
	EHC Plan	3	67	23.3	1	0	1.0	4	50	17.8
Disadvantaged	Yes	14	93	33.7	2	0	7.5	16	81	30.4
	No	16	81	29.9	0	-	-	16	81	29.9
FSM	Yes	14	93	33.7	2	0	7.5	16	81	30.4
	No	16	81	29.9	0	-	-	16	81	29.9
EAL	Yes	5	100	36.8	0	-	-	5	100	36.8
	No	25	84	30.7	2	0	7.5	27	78	29.0

Estab. Name	Cohort	Mark							Outcome				
		No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National	600,580	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
FSM Eligible	126,660	5.8%	15.7%	5.9%	6.0%	30.6%	36.0%	29.8	-	-	5.4%	27.6%	66.6%
Not FSM Eligible	459,760	2.8%	5.9%	3.1%	4.3%	30.1%	53.9%	34.3	-	-	2.7%	13.2%	83.9%
Unknown	14,160	10.2%	14.4%	4.5%	4.8%	25.1%	41.0%	30.5	-	-	9.8%	23.7%	66.1%
Local Authority	3,761	3.9%	9.9%	3.9%	4.3%	27.9%	50.1%	32.8	0.0%	0.4%	3.5%	18.1%	78.1%
FSM Eligible	1,235	5.3%	15.9%	6.0%	5.7%	29.6%	37.6%	29.9	0.0%	0.5%	4.8%	27.5%	67.2%
Not FSM Eligible	2,507	3.1%	6.7%	2.9%	3.6%	27.3%	56.4%	34.3	0.0%	0.3%	2.8%	13.2%	83.7%
Unknown	19	10.5%	36.8%	0.0%	10.5%	5.3%	36.8%	22.3	0.0%	0.0%	10.5%	47.4%	42.1%
Abbey Primary School	30	0.0%	13.3%	0.0%	0.0%	36.7%	50.0%	31.7	0.0%	0.0%	0.0%	13.3%	86.7%
FSM Eligible	14	0.0%	7.1%	0.0%	0.0%	42.9%	50.0%	33.7	0.0%	0.0%	0.0%	7.1%	92.9%
Not FSM Eligible	16	0.0%	18.8%	0.0%	0.0%	31.3%	50.0%	29.9	0.0%	0.0%	0.0%	18.8%	81.3%

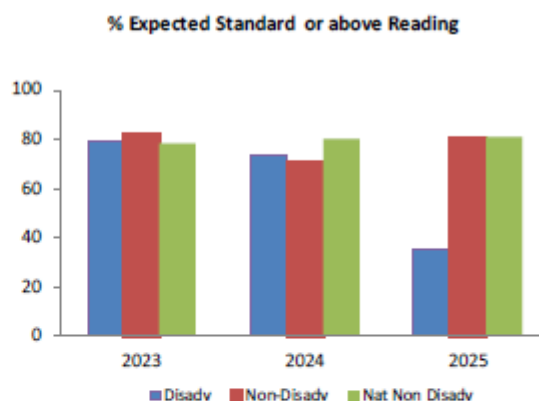
PP/FSM end of KS2 results

Contextual Group		No. Pupils	% Achieved expected standard or above					% Achieved a higher standard (Greater depth for Writing)				
			Reading	Writing	GPS	Maths	RWM	Reading	Writing	GPS	Maths	RWM
All	All	30	50	47	60	67	43	20	0	17	17	0
Gender	Boys	13	62	46	69	77	46	31	0	8	31	0
	Girls	17	41	47	53	59	41	12	0	24	6	0
SEN	No SEN	23	61	57	74	74	52	26	0	22	22	0
	SEN Support	4	25	25	25	50	25	0	0	0	0	0
	EHC Plan	3	0	0	0	33	0	0	0	0	0	0
Disadvantaged	Yes	20	35	30	50	55	25	20	0	10	15	0
	No	10	80	80	80	90	80	20	0	30	20	0
FSM	Yes	20	35	30	50	55	25	20	0	10	15	0
	No	10	80	80	80	90	80	20	0	30	20	0
EAL	Yes	5	60	60	80	80	60	0	0	0	20	0
	No	25	48	44	56	64	40	24	0	20	16	0

School	Cohort	RWM*		READING				WRITING TA		MATHS				GPS			
		≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
NCER National	637,260	62.2%	8.4%	105.6	24.2%	75.1%	33.4%	72.3%	12.8%	104.7	25.2%	74.1%	26.3%	105.4	26.6%	72.6%	29.6%
FSM Eligible	191,450	47.4%	3.5%	103.0	35.7%	63.2%	21.2%	59.5%	6.6%	101.8	38.2%	60.5%	15.0%	102.6	39.1%	59.7%	18.5%
Not FSM Eligible	436,330	68.9%	10.5%	106.7	19.0%	80.6%	38.8%	78.1%	15.6%	106.0	19.3%	80.3%	31.3%	106.5	21.0%	78.5%	34.5%
Unknown	9,480	52.5%	7.1%	104.6	31.6%	64.0%	28.2%	61.7%	11.0%	103.8	32.5%	63.3%	22.4%	104.9	32.8%	62.9%	27.6%
LA	4,046	58.8%	6.0%	105.2	25.8%	73.3%	30.9%	68.9%	9.3%	104.3	26.5%	72.4%	23.7%	105.6	26.2%	72.7%	29.7%
FSM Eligible	1,848	48.7%	3.7%	103.6	33.1%	66.1%	23.8%	59.9%	6.5%	102.5	35.1%	63.9%	16.7%	103.7	34.8%	64.2%	22.0%
Not FSM Eligible	2,186	67.5%	7.9%	106.4	19.5%	79.4%	37.1%	76.7%	11.7%	105.9	19.2%	79.6%	29.6%	107.1	19.0%	80.0%	36.3%
Unknown	12	33.3%	8.3%	104.0	25.0%	66.7%	25.0%	33.3%	8.3%	100.7	41.7%	50.0%	16.7%	103.0	33.3%	58.3%	16.7%
Abbey Primary School	30	43.3%	0.0%	102.3	50.0%	50.0%	20.0%	46.7%	0.0%	103.3	33.3%	66.7%	16.7%	103.3	40.0%	60.0%	16.7%
FSM Eligible	20	25.0%	0.0%	100.4	65.0%	35.0%	20.0%	30.0%	0.0%	101.3	45.0%	55.0%	15.0%	101.1	50.0%	50.0%	10.0%
Not FSM Eligible	10	80.0%	0.0%	105.6	20.0%	80.0%	20.0%	80.0%	0.0%	107.2	10.0%	90.0%	20.0%	107.4	20.0%	80.0%	30.0%

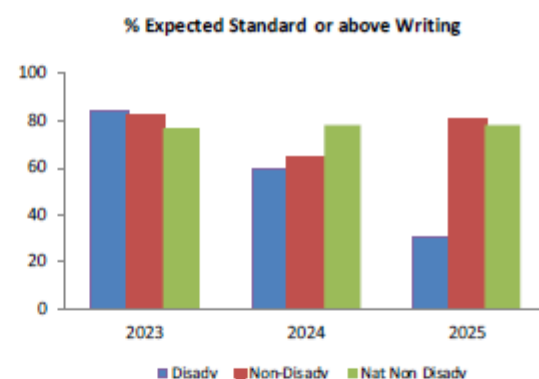
Reading

		EXS+		
Disadv	Context	2023	2024	2025
Yes	No. Pupils	19	15	20
	School	79	73	35
	LA	61	66	60
	National	60	62	63
No	No. Pupils	11	14	10
	School	82	71	80
	LA	79	80	80
	National	78	80	81
School Disadv/Nat Non Disadv Gap %		1	-7	-46



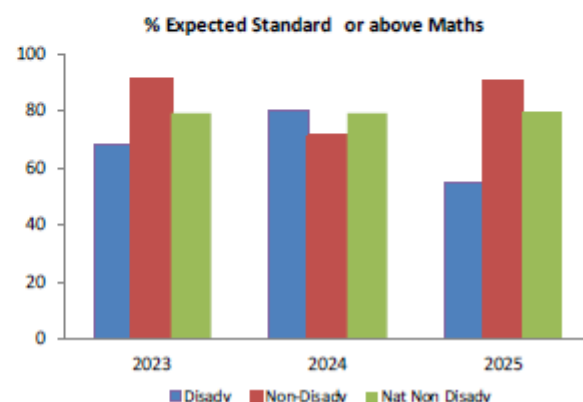
Writing

		EXS+		
Disadv	Context	2023	2024	2025
Yes	No. Pupils	19	15	20
	School	84	60	30
	LA	61	61	60
	National	58	58	59
No	No. Pupils	11	14	10
	School	82	64	80
	LA	80	78	77
	National	77	78	78
School Disadv/Nat Non Disadv Gap %		7	-18	-48



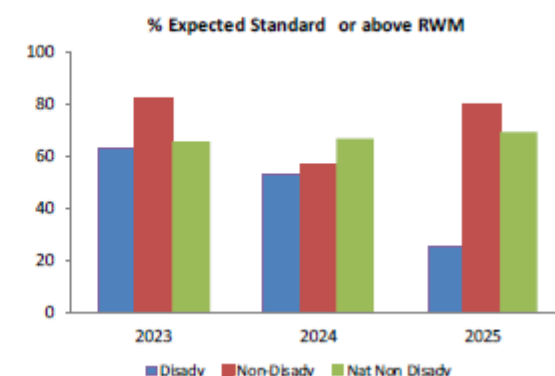
Maths

		EXS+		
Disadv	Context	2023	2024	2025
Yes	No. Pupils	19	15	20
	School	68	80	55
	LA	61	63	64
	National	59	59	61
No	No. Pupils	11	14	10
	School	91	71	90
	LA	81	81	80
	National	79	79	80
School Disadv/Nat Non Disadv Gap %		-11	1	-25

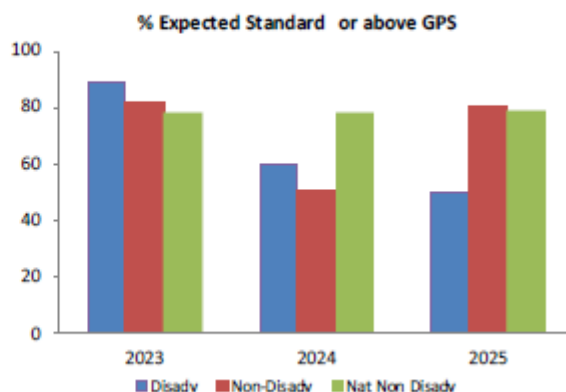


RWM

		EXS+		
Disadv	Context	2023	2024	2025
Yes	No. Pupils	19	15	20
	School	63	53	25
	LA	47	49	49
	National	44	46	47
No	No. Pupils	11	14	10
	School	82	57	80
	LA	69	68	68
	National	66	67	69
School Disadv/Nat Non Disadv Gap %		-3	-14	-44



Disadv	Context	EXS+		
		2023	2024	2025
Yes	No. Pupils	19	15	20
	School	89	60	50
	LA	62	62	64
	National	59	59	60
No	No. Pupils	11	14	10
	School	82	50	80
	LA	81	80	80
	National	78	78	79
School Disadv/Nat Non Disadv Gap %		11	-18	-29



End of Y4 Multiplication Tables Check

Multiplication Tables Check Benchmark (Keypas)

2023

Estab. Name	Cohort	Eligible ¹	No Score ²	Score					Average Score ³ (out of 25)
				0-5	6-10	11-15	16-20	21-25	
Abbey Primary School	30	30	0.0%	0.0%	3.3%	13.3%	33.3%	50.0%	20.2
FSM Eligible	19	19	0.0%	0.0%	5.3%	10.5%	42.1%	42.1%	19.5
Not FSM Eligible	11	11	0.0%	0.0%	0.0%	18.2%	18.2%	63.6%	21.4

See below review of the impact of spending;

ACTION	IMPACT
Wellbeing and Mental Health To create the best conditions for learning for every pupil so that they can achieve their potential.	Mental health resources and assemblies continued to be updated for staff, including during lockdown. CAMHs referrals made by school or advice given to parents if needed. Use of reflexions service has been vital in supporting individual pupils.
To develop the skills in Maths and English through targeted support and small group intervention	TA's support interventions and catch-up support. Some year groups had less consistent support, due to staff absences. Monitoring showed more in lesson support rather than interventions, meaning timelier catch-up.
Speech and language therapist working in school with children, also families attending appointments in school rather than attend clinic	SEEC and SEND TA works with Sp&Lang therapist and then completes the actions more periodically, where possible on a weekly basis.
Additional teacher (5 mornings a week) to split Y5 in two groups each morning and to teach Maths groups in Y4 and Y6 in 2024-25	Effective support, allowing small groups for Maths in upper KS2. Good impact of small group support however children in this cohort are still behind their peers nationally, and need support with emotional resilience which can effect progress.

Additional booster HLTA (daily to teach phonics catch-up or Maths in Y1&Y2) & Additional support for reading and RWI phonics catch up sessions & RWI workshop for parents	End of 2025, Phonics improvements have been maintained from the previous year
School Engagement and Enrichment Co-coordinator	Less opportunities for the SEEC to work with families to better able to help children who are vulnerable, however this role has moved into helping support SEND pupils as part of nurture provision.
Education Welfare Officer service to help support home visits and attendance at panel and parent meetings	The EWO service was less effective at the start of 24-25, due to inconsistencies with staffing from LA. We have changed provider for 25-26 with more home visits targeted for vulnerable children.
Rock-It music teacher to deliver music lessons on a weekly basis	High quality development of music skills and knowledge. Enrichment of opportunities with increased self-confidence and greater cultural awareness.
Additional support for 1:1 Reading	Focused groups for reading each week, with an adult in school, help support more frequent reading and understanding.
Forest School	Children have an increased love of the outdoors, a more positive mental health and wellbeing and enjoyment of working as part of a team. YR access forest school for Forest Friday's weekly and all other children access at least once a year.
Milk for all FSM pupils	Children will have a fitter, healthy body that builds stronger muscles and increases brain activity
'Wellcomm' for Reception children with speech and language difficulties with training for staff	Improvement of Sp&Lang in EYFS. Oral skills, speaking and listening will improve so children entering Y1 are at a higher level. Progress also helps to develop children's self-confidence and social skills and enables them to interact with their peers in order to gain self-esteem and give them a voice within their immediate community.
Additional support with multiplication skills in preparation for the Y4 Multiplication Tables Check	Lunch club run, with Y4 children given opportunities to attend. Good impact since changing to be TA led for the academic year.
Toast for each child, each morning	Greggs breakfast club continued to provide food for all children, even though they may not attend breakfast club.

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