

Pupil premium strategy statement

Abbey Lane Primary School



This statement details our school's use of pupil premium (and recovery 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	533
Proportion (%) of pupil premium eligible pupils	12 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Tim Calcutt
Pupil premium lead	Tania Bryan
Governor / Trustee lead	Andrew Mumford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122, 715.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£122, 715.00

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Lane Primary School, it is our aim to create within our school a secure, happy, stimulating and caring environment, which will help all our pupils to fulfil their potential. Our dedicated staff team seek to provide within this atmosphere a rich and varied curriculum, offering a wide range of educational opportunities for all our pupils, regardless of race, creed, colour, ability or disability. We believe that children should receive high quality teaching and learning experiences that meet their individual need, whilst having a sense of belonging in a safe and nurturing environment.

Pupil Premium and Recovery Premium are additional streams of funding that are provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'. Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes
- Increasing the attendance and decreasing the persistent absence of all pupils
- Improving and maintaining the quality of teaching for all pupils
- Overcoming the learning barriers to create a sense of belonging for all pupils, with a particular focus on those who are disadvantaged
- Maximising the engagement and readiness to learn for all pupils

At Abbey Lane Primary School there is a shared acknowledgement that disadvantage should not merely be defined by Pupil Premium funding eligibility – disadvantage is much wider than that - it can be characterised as any child, at any point, who is at risk of not achieving. 'Disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. Central to our approach to ensuring that all pupils achieve their full potential is high quality teaching for all. In addition, as a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations¹, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children and to ensure that all learners are given the best opportunities to have the best possible outcomes at school, whilst supporting them to become a life-long learner. Our Teaching Assistants (TAs) are carefully planned into lessons and into additional interventions, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups. We hope to break down the range of barriers that impact children's ability to learn and try to combat these challenges to help pupils thrive.

¹ A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 7th October 2021).

Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for Pupil Premium have additional vulnerabilities, for example SEND and EAL.
2	Our assessments and tracking identify gaps in learning, which are hindering the progress for some of our disadvantaged pupils
3	Our assessments and observations indicate that social and emotional barriers and limited opportunities for cultural capital for vulnerable pupils can cause a negative impact on progress and attainment
4	Some pupils are at risk of becoming persistent absentees (having less than 90% attendance)

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
All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. Where pupils also have SEND, this will include an up to date specific plan and/or a support plan.	Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them.	Identified pupils successfully access the curriculum, with reasonable adjustments in place where needed. More interventions which are brief 'keep up interventions' rather than lengthy out of class interventions so that disadvantaged pupils access their full curriculum.
Gaps in learning, in reading, writing and maths, are addressed effectively both at home and in school, leading to successful catch up.	All children who need some extra support get that support, for example targeted intervention work in small groups/ 1:1 to help them catch up. These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't

	working so well, changes will be made to make sure they work more effectively, for example by changing the intervention or giving extra training to staff.
Quality first teaching informed by robust and accurate assessments.	Internal and external assessments of teaching show that teachers demonstrate effective modelling / sharing of rich language, which is reflected in pupils' work. Assessments show that targeted pupils make the necessary progress to attain well.
School staff are more able to support children with emotional and or mental health needs.	Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing – for example through additional, targeted support from Senior Mental Health Lead (SMHL). Staff are supported by SMHL to develop practice within the classroom to support pupils social, emotional and or mental health needs.
Targeted funding increases pupils' ability to enrich cultural capital in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health.	All pupils are able to take part in events, activities and visits that they want to join in with, for example, school trips/ enrichment activities, and extend schools clubs. Planned program of enriching life experiences.
Families value the need for regular attendance and make sure their children attend school every day.	Targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 96% of the time).

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: £12,000 (remaining costs for this element are met from the whole school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision map to support tracking of pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/special-educational-needs-disabilities/	1, 2, 3

interventions and areas of need		
Working with and supporting pupils SEMH needs	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733753476	2, 3
Communication friendly Classrooms and Cued Articulation	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2
CPD for staff	Restorative practice, Zones of Regulation, DLD Training to ensure that staff have the skills to enable all children to be ready to learn	1, 2, 3
Phonics Programme and resources	Phonics programme effectiveness through training and high-quality resources to teach and meet the needs of all pupils	2

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

Budgeted cost: £100,715 (remaining costs for this element are met from the whole school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts to provide personalised learning and “in the moment” support.	<ol style="list-style-type: none"> Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) <p>Identify gaps and misconceptions as they happen</p>	1, 2, 3
Additional equipment and resources to support targeted interventions eg. laptops, clicker	<ol style="list-style-type: none"> Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) 	1, 2, 3
Contribution towards SEND coordinator time and	<ol style="list-style-type: none"> National Senco Workforce Survey 2020 (bathspa.ac.uk) 	1, 2, 3

release time for staff to attend review meetings	2. SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	
Contribution towards cost of Teaching Assistant posts to support gaps in phonics knowledge through Little Wandle 1:1 and group interventions	<ol style="list-style-type: none"> 1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Phonics EEF (educationendowmentfoundation.org.uk) 4. One to one tuition EEF (educationendowmentfoundation.org.uk) 	2
Contribution towards cost of Pastoral and Teaching Assistant posts to support pupils with S&L and SEMH needs.	<ol style="list-style-type: none"> 1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 2. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1701321308 	3
Nurture provision for SEMH needs, including lunchtime club and small group sessions e.g. Stories for Talking, Shining Stars, Mighty Minds.	Kabin Club social lunchtime group for children to gain confidence, share ideas and improve their self-esteem.	3
Small group sessions for Maths and English e.g. precision teaching, word aware, Literacy Gold, handwriting and motor control group.	Structured support for children to ensure understanding of key concepts with targeted feedback.	1, 2

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

Budgeted cost: £10,000 (remaining costs for this element are met from the whole school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of Educational Visits including residentials	Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk) Enable all children access to all areas of school life	3, 4
Contribution towards the cost of out of school learning resources e.g. opportunity for paid involvement in clubs, musical groups and sporting activities held during break-times and before or after the end of the school day	Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)	1, 2, 3

Children are allocated free breakfast club places or discounted after school club provision	Educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	4
Attendance Champion to tackle attendance issues (NB paid for from whole school budget)	Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)	4
CPOMs	All relevant staff are up to date with vulnerabilities or any barriers to learning	1, 4

Total budgeted cost: £122, 715.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of a previous pupil premium strategy plan.

Last academic year, the Pupil Premium grant meant that:

- Children got support in class, and also during intervention groups. Pupils who received this support were able to make progress towards catching up.
- Intervention progress was tracked on Provision Map.
- Additional resources were purchased to enhance the delivery of Little Wandle phonics scheme and to promote Reading for Pleasure
- Children in receipt of pupil premium funding were able to attend a residential visit and additional visits to enhance their curriculum learning.
- SEMH support for pupils was increased with SMHL and nurture group time.
- Attendance for Pupil premium pupils was **92.8%** (above Local Authority average of 90.9%)

Externally provided programmes

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

Programme	Provider
N/A	

NB We did not purchase any non DfE programmes in the previous academic year.

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 or recovery premium funding.