

Pupil Premium Strategy Statement

The Abbey Primary School 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	312
Proportion (%) of pupil premium eligible pupils	25% (based on Oct 2024 census)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Killick
Pupil premium lead	Emma Killick/Ruth Benjamin
Governor / Trustee lead	Sarah Cave

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£129,790

Part A: Pupil premium strategy plan

Statement of intent

At The Abbey Primary School we aim that all children, irrelevant of background or the challenges they face, will reach their full potential, make good progress and attain high. Our strategy outlines how we will support our Pupil Premium children to meet these high aspirations and gain a passion for learning, whilst developing as happy and emotionally secure young people.

Each child is seen as an individual and treated with compassion and equality, without pre-conceived ideas or judgement.

High quality teaching is the foundation for progress and success. Our mission is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantage children, identifying individual needs and barriers to learning to enable us to provide an effective support package, allowing each child to learn at their best. This is proven to close the disadvantaged attainment gap at our school.

Our approach will be responsive to common challenges and individual needs. Needs will be identified with comprehensive analysis of data, following assessment of both academic and emotional need. Impact of intervention will be monitored and adjusted to match individuals.

Principles and Aims:

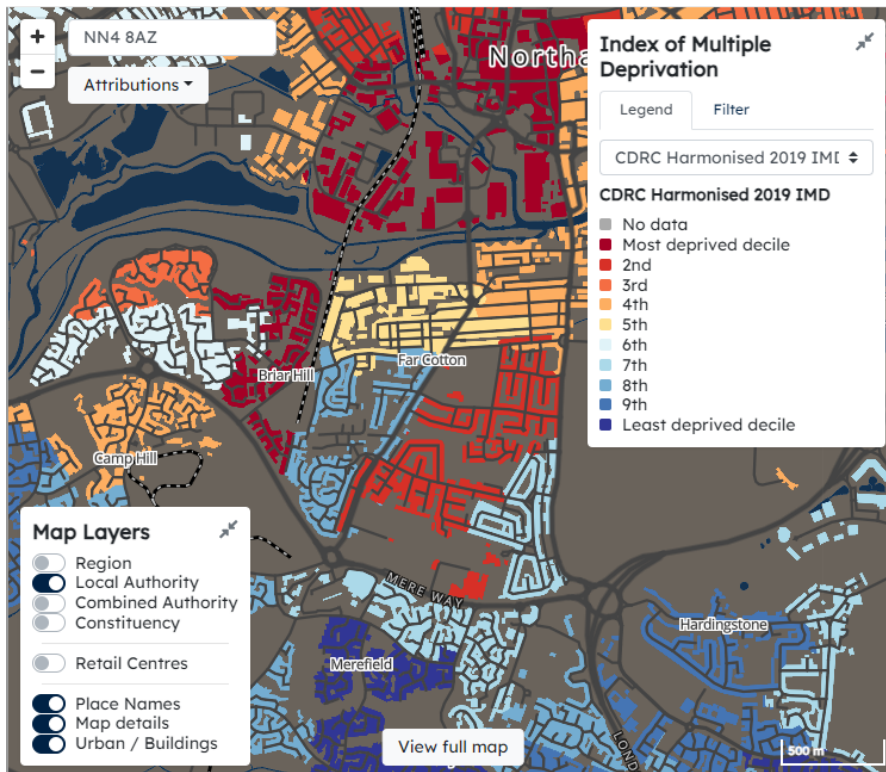
- To close the gap between children identified as disadvantaged and those who are not nationally.
- Ensure that all staff have high aspirations for all disadvantaged pupils including those with additional needs and those who are high attaining.
- Early identification and intervention processes ensure gaps in academic and social development are addressed quickly and effectively.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Adoption of a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment.
- Provide high quality support for the social and emotional development of pupils, ensuring they feel happy and safe

Demography and School Context

The Abbey Primary School is a community school located in Delapre, Northampton. We are a 2-form entry primary school with additional nursery provision for 3 year-olds. The map below displays the 'Indices of Deprivation Index' which surround the school.



The Abbey Primary School



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for disadvantaged pupils remains a priority as, although small gains have been made, the issues remain significant.</p> <p>Attendance for disadvantaged children at the end of the 2024/25 academic year was 92.2% compared to non-disadvantaged pupils within the school of 95.3%. This is a negative gap of -2.1%. Persistent absenteeism in the school is currently higher than the national average at 18.3% with 32.3% of disadvantaged pupils being persistently absent.</p> <p>From regular core groups, there is a clear correlation between pupils not attending school regularly and those not making expected progress. 28 pupils who are disadvantaged are currently being monitored for low attendance across the school.</p>
2	<p>Pupils starting in Early Years come to school with lower starting points than the national expectations there is a higher proportion of disadvantaged pupils, compared to non-disadvantaged, this applies to. This impacts attainment in subsequent years. These pupils also have greater difficulties in retaining and processing information. Vocabulary of disadvantaged pupils is often more limited than non disadvantaged and this impacts their knowledge of the world, their understanding of concepts and overall attainment.</p> <p>Communication and Language has been below national for 3 consecutive years, and literacy has also been below national.</p>
3	<p>Multiple vulnerabilities continue to be a huge barrier for some disadvantaged pupils. There is a high proportion of disadvantaged pupils who have an identified SEND need (30%), compared to non-PP (12%), which impacts overall attainment.</p>
4	<p>Emotional wellbeing- Higher portion of disadvantaged pupils, compared to non-disadvantaged pupil, have difficulties with self esteem, confidence and emotional regulation. This is impacting behaviour, self-regulation, confidence during lessons, focus and attitude towards learning, which in turn is impacting attainment.</p> <p>Currently, 50% of disadvantaged pupils have been identified as needing extra support in this area.</p>
5	<p>A large proportion of our disadvantaged pupils have a lack of external wider curriculum opportunities, limited life experience and cultural capital which, in turn impacts on their reduced vocabulary and comprehension. Pupils from disadvantaged backgrounds are less likely to have aspirational goals for themselves throughout the school.</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 outcome	Success criteria
To raise the attainment in reading across the school whilst narrowing/ closing the attainment gap between PP and non-PP in reading	% PP pupils achieving EXS+ in reading to increase across all year groups and the gap between PP and non-PP to be reduced.
To raise the attainment in writing across the school whilst narrowing/ closing the attainment gap between PP and non-PP in reading	% PP pupils achieving EXS+ in writing to increase across all year groups and the gap between PP and non-PP to be reduced.
To further raise the attainment in reading and arithmetic for PP pupils	% PP pupils achieving EXS+ in reading to increase across all year groups and the gap between PP and non-PP to be reduced. % PP pupils achieving EXS+ in Maths to increase across all year groups and the gap between PP and non-PP to be reduced.
To reduce persistent absence for pupils who are PP	Sustained high levels of attendance by 2026-2027: Overall Absence of disadvantaged pupils is in line with the national average (national currently 94.9%) Persistent Absence is in line with the national average. (national currently 14.3%)
To develop metacognition and self-regulation skills, leading to improved academic outcomes.	Improved independence and early recognition of emotional state for those pupils who struggle to independently regulate emotions. Boys in KS2 have an improved emotional literacy skills and have greater vocabulary to discuss emotional state, responding with words rather than actions. Staff have increased knowledge and strategies to support pupils when emotionally unregulated.

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: £48,488.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is monitored for effectiveness by SLT and PP Lead</p> <p>Spotlight PP children in lessons</p> <p>Pupil progress meeting track progress of PP children and interventions planned for quickly.</p>	<p>EEF PP Toolkit research – High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.</p>	<p>2, 3, 4, 5</p>
<p>Walkthrus CPD training with a focus on paired talk, deliberate vocabulary development, say it again better, live modelling, feedback as actions, metacognitive talk.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Approaches such as explicit instruction, scaffolding, and flexible grouping are key components of adaptive teaching that meet diverse needs without lowering expectation</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>2, 3, 5</p>
<p>Teachers and TA's leading RWI phonics groups will receive regular coaching, modelling and training from the RWI lead.</p>	<p>Phonics EEF</p> <p>EEF Toolkit states that the effective use of high-quality teaching of Phonics has a high impact for very low cost.</p>	<p>2, 3, 5</p>
<p>Writing Leads focus on coaching staff to improve quality first teaching across the whole school.</p> <p>Whole staff CPD focusing on developing handwriting across the school using Kinetic Letters and spelling.</p>	<p>Improving Literacy in Key Stage 2 EEF</p> <p>Focus on the 7 evidenced recommendations for improving literacy in KS2</p>	<p>2, 3, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on developing oracy in Early Years and quality interactions	Developing language and vocabulary in early education can help close the gap between children from disadvantaged backgrounds in comparison to those without disadvantaged backgrounds. Oral language interventions EEF	2, 5
Early Years staff writing CPD – developing writing opportunities in the Early Years	EEF Early Literacy	2, 3
TA CPD on effective support in the classroom.	EEF recommendation on effective deployment of teaching assistants 4. Prepare and train staff around effective teaching assistant deployment Deployment of Teaching Assistants EEF	2, 3, 5

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

Budgeted cost: £47,344.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of PiXL. Training for staff to ensure diagnostic assessments are being used effectively to identify gaps and adapt planning accordingly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf	2, 3,5
Develop language skills through targeted Speech and Language programme led by a trained Speech and Language trained teaching assistant.	Developing language and vocabulary in early education can help close the gap between children from disadvantaged backgrounds in comparison to those without disadvantaged backgrounds. Oral language interventions EEF	2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 Read Write Inc interventions to take place for all children with identified gaps in their learning	<p>Phonics EEF</p> <p>Phonological awareness and Phonemic awareness</p> <p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p>	2, 3, 5
Targeted small group interventions focused on arithmetic and addressing misconceptions in mathematics	<p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>EEF meta-analysis found targeted interventions in maths significantly improve attainment for pupils eligible for Free School Meals (FSM), helping to reduce the attainment gap.</p>	2, 3, 5
Targeted small group interventions focused on reading and gaps in comprehension strategies	<p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p> <p>Reading comprehension strategies EEF</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year.</p>	2, 3, 5

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

Budgeted cost: £39,101.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker employed to support attendance every morning and work as part of the attendance team to work in a timely manner to offer support with families.</p>	<p>Parental engagement EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Supporting school attendance EEF</p>	<p>1, 4</p>
<p>Training support for the attendance team to evaluate which strategies are having the most significant impact – plan, do, assess, review approach</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting school attendance EEF</p>	<p>1, 4</p>
<p>Breakfast club is offered to support pupils who struggle to attend on time in the mornings</p>	<p>Parental engagement EEF</p> <p>Supporting school attendance EEF</p> <p>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified.</p>	<p>1, 4</p>
<p>Sensory Circuits used to support pupils who are disadvantaged with attending school on time and regulated.</p>	<p>Supporting school attendance EEF</p> <p>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified.</p>	<p>1, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs	Assuring that the family situation is looked at holistically when addressing attendance is key to making improvements in a child attending school. DfE – Improving School Attendance Parental engagement EEF Supporting school attendance EEF	1
Children that are identified with needs relating to wellbeing and emotional support will receive individual or small group social/emotional interventions (Zones of Regulation, ELSA, bereavement)	Children benefit from social emotional learning and key interventions will aid in the progress of academic areas. Social and emotional learning EEF Behaviour interventions EEF	4
Extra-curricular clubs such as choir available to all pupils who are disadvantaged free to charge to widen experiences	Extra-curricular Inequalities - The Sutton Trust research finds children from the most advantaged households benefit from significantly more spending on extra-curricular activities and private tutoring than their poorer peers.	5
Pupils who are disadvantaged are prioritised during extra-curricular opportunities such as sporting events	Extra-curricular Inequalities - The Sutton Trust research finds children from the most advantaged households benefit from significantly more spending on extra-curricular activities and private tutoring than their poorer peers.	5
Pupils who are disadvantaged are supported financially to be able to access all school trips, including residential trips, on offer.	Extra-curricular Inequalities - The Sutton Trust research finds children from the most advantaged households benefit from significantly more spending on extra-curricular activities and private tutoring than their poorer peers.	5

Total budgeted cost: £134,934.60

Difference from allocated amount: - £5,144.60 (to be taken from school's budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1 - To raise attainment in reading at EXS+ (to be in line with KS2 national at 74%) in all year groups across school. To narrow/ close the attainment gap between PP and non-PP in Reading

Success Criteria - % PP pupils achieving EXS+ in reading to increase across all year groups and the gap between PP and non-PP to be reduced.

Data:

Reading EXS+	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
Whole cohort	78%	77%	64%	77%	77%	85%	90%	75%
Pupil Premium	33%	75%	54%	73%	69%	70%	88%	63%
Non-Pupil Premium	82%	78%	67%	71%	83%	92%	91%	81%

Phonics	Year 1	Year 2	National (2024) Yr 1	National (2024) Yr 2
Whole cohort	92%	91.4%	80%	89%
Pupil Premium	75%	91%	68%	
Non-Pupil Premium	96%	91%	84%	

 = gap between pp and non pp children has been closing in that year group over the past 3 years

Review:

National was 75% in 2025. All year groups except Year 2 were either at or exceeded the national expectations.

In years 1 and 6, pupils eligible for pupil premium either met or exceeded the national expectations for all pupils, therefore closing the gap. There is a significant dip for children eligible for pupil premium in Reception and Year 2, although PP numbers were low in Reception. The number of pupils eligible for pp passing the Year 1 phonics screening is above national for disadvantaged pupils but has not completely closed the gap compared to all pupils.

More work is needed to close this gap between pp and non-pp children in early reading in Reception and the school needs to focus on Year 2 and the current Year 3 cohort.


Changes to the reading curriculum is showing significant positive impact on the target groups of key marginal and PP pupils. Those who have not yet reached the expected standard show significant individual progress too.

Intended Outcome 2 - To raise attainment in writing at EXS+ (to be in line with KS2 national at 72%) in all year groups across school. To narrow/ close the attainment gap between PP and non-PP in writing.

Success Criteria - % PP pupils achieving EXS+ in writing to increase across all year groups and the gap between PP and non-PP to be reduced.

Data:

Writing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
Whole cohort	68%	73%	63%	62%	58%	73%	75%	72%
Pupil Premium	33%	75%	55%	47%	50%	50%	71%	59%
Non-Pupil Premium	71%	73%	67%	68%	65%	82%	78%	78%

 = gap between pp and non pp children has been closing in that year group over the past 3 years

Review:

Year 1, 5 and 6 were in line with national expectations for writing at the end of the year and gaps between pp and non pp pupils were closed in Year 1 and Year 6. There remains a significant gap in Year 5. There has not been a significant impact yet in Early Years and Years 2, 3 and 4 and this will have to remain a main focus for the next academic year.

Intended Outcome 3 - To raise attainment in maths at EXS+ (to be in line with KS2 national at 73%) in all year groups across school. To narrow/ close the attainment gap between PP and non-PP in maths.

Success Criteria – % PP pupils achieving EXS+ in Maths to increase across all year groups and the gap between PP and non-PP to be reduced.

Data:

Maths	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
Whole cohort	70%	69%	71%	68%	71%	77%	87%	74%
Pupil Premium	33%	75%	55%	60%	56%	62%	84%	61%
Non-Pupil Premium	74%	68%	82%	68%	80%	83%	89%	80%

■ = gap between pp and non pp children has been closing in that year group over the past 3 years

Review:

The gap between PP and non-PP has been closing across 4 year groups consistently for the past 3 years. Most year groups were very close to achieving the target with Year 5 and 6 exceeding it. Year 1 and Year 6 pupils eligible for pupil premium have performed better than the national picture. There is a significant gap for PP children in Early Years, although this was a small number of pupils. Closing the gap for PP children, with a particular focus on EYFS, Years 2, 4 and 5 needs to remain a focus for next year.

Intended Outcome 4 - To improve attendance to be in line or above primary national average (94.5% 2023/24), with a reduction in persistent absence (below 90%)

Success Criteria – PP attendance to be in line or above primary national (94.5% 2023/24) Reduction compared to 2023/24 in the number of PP children classed as persistent absent (below 90%)

Data:

Attendance	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
Whole cohort (94%)	91.1%	95.7%	93.4%	95.6%	94.5%	93.6%	95.2%	94.8%
Pupil Premium (92.2%)	79%	92%	89.1%	94.7%	93%	89.8%	94.2%	89.4%
Non-Pupil Premium (95.3%)	93.1%	96.3%	94.7%	96%	95.6%	95.1%	95.9%	94.6%

Persistent Absence (below 90%)	%	National
Whole cohort	18.3%	13.5%
Pupil Premium	32.3%	
Non-Pupil Premium	13%	

Review:

Attendance remains a barrier with a gap of 3.1% between PP and non-PP children. There are other support strategies put in place to support some of these pupils who have added SEMH needs, including reduced timetables, which impact on the data. Absences are most challenging in Year R. Persistent absences remain high with PP children having significantly high persistent absence. This needs to be a significant focus next year.

Intended Outcome 5 - To develop metacognition and self-regulation skills, leading to improved academic outcomes.

Success Criteria - Improved independence and early recognition of emotional state for those pupils who struggle to independently regulate emotions. Boys in KS2 have an improved emotional literacy skills and have greater vocabulary to discuss emotional state, responding with words rather than actions. Staff have increased knowledge and strategies to support pupils when emotionally unregulated.

Review:

Zones of regulation has been introduced and children are using the language to support with emotional intelligence. Therapeutic Thinking has also been cascaded down to staff and key groups are receiving interventions to support their emotional wellbeing and metacognition and self-regulation skills. There has been a reduction in the number of pupils needing further support on a regular basis although there remains a small number of pupils who have not made the progress expected in this area and will need further support next year.

Externally provided programmes

Programme	Provider
Physical and motor planning	Blossom
SEMH and therapeutic	Jogo and EFT
Assessment and Interventions	PiXL
Multi Skills and Sports	Pacesetters + Hotshots
Peripatetic music lessons	NMPAT + Rocksteady
Early Reading interventions	RWInc