

# Pupil premium strategy statement – Abbeywood First 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	258 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	27% (70)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Zoe Gilmour, Principal
Pupil premium lead	Zoe Gilmour, Principal
Governor / Trustee lead	Sarah Perrett, Chair of LAGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,680.00
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>	
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£97,680.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to develop confident and creative young people who thrive academically and socially in an ever-changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, endeavouring to stop a pupil's circumstances affecting their academic progress and therefore life chances. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. High quality teaching and learning is therefore the most effective strategy in narrowing this gap, but our school plan also detail a range of interventions to support pupils further. All leaders, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1 Phonics outcomes	<p>Some Children enter EYFS without a secure knowledge of Phase 1 phonics. They enter significantly lower on entry and need time to consolidate their knowledge of Phase 1 before moving on. This “catching up” means that some pupils do not secure phase 2 and phase 3 as quickly as their peers.</p> <p>Historically, Year 1 Phonics Outcomes for Pupil Premium pupils is below National ALL and School ALL.</p>
2 KS1 Outcomes	<p>Variable starting points and background knowledge/gaps can impinge on access to the curriculum and strong outcomes for all in the core areas.</p> <p>Historically, PP attainment for KS1 Reading, Writing and Maths is below School and National ALL. More significantly, School ALL.</p>

<p>3 Year 4 Outcomes</p>	<p>Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. This is linked to variable starting points in terms of gaps in background knowledge. Such gaps can lead to some pupils falling behind age related expectations if not addressed through high quality teaching or interventions.</p> <p>Historically, PP attainment for Year 4 Reading, Writing and Maths is below School ALL.</p>
<p>4 Attendance</p>	<p>Some of our families have multiple barriers leading to the outcome of poor attendance and some struggle to keep up a good level of attendance. There needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups.</p> <p>The attendance of our Pupil Premium pupils as a group is lower than that of the whole school.</p>
<p>5 Communication</p>	<p>Some children enter EYFS with language and communication and oracy skills lower than their chronological age. We know that this enhances vulnerabilities and their ability to be able to access a rich curriculum due to limited vocabulary and understanding of basic language is impacted.</p> <p>QA evidence and assessment data demonstrates that communication skills can be a challenge for some disadvantaged pupils.</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
<p>To improve the performance of disadvantaged pupils in the PSC at the end of Y1</p>	<p>Reduce the gap in performance between whole school and disadvantaged pupils by Summer 2025.</p>
<p>Improved outcomes for disadvantaged children at KS1 in Reading, Writing and Maths</p>	<p>Increased attainment for PP pupils in Reading, Writing and Maths.</p>

	KS1 Reading, Writing and Maths outcomes in 2025 show a closing of the gap between Pupil Premium pupils and National ALL.
Improved outcomes for disadvantaged children at school 'exit point' (end of Y4 outcomes) in Reading, Writing and Maths	Increased attainment for PP pupils in Reading, Writing and Maths. End of Year 4 outcomes for Reading, Writing and Maths in 2025 show a closing of the gap between Pupil Premium pupils and ALL.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Close the gap between the attendance of ALL pupils and Pupil Premium pupils by 2025  The percentage of all pupils who are persistently absent is equal to or below the national average and among disadvantaged pupils it is in line with their peers.

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Providing effective feedback</u></b> Provide regular CPD for staff to support them to be able to provide effective feedback</p> <ul style="list-style-type: none"> <li>• Train teachers on evidence-based feedback practices, such as:</li> <li>• Ensuring feedback is specific, clear and linked to the learning</li> <li>• Using immediate verbal feedback during lessons to correct misconceptions.</li> <li>• Provide ongoing CPD to refine feedback approaches and monitor their implementation.</li> </ul>	<p><b>EEF Toolkit:</b> The EEF emphasizes the importance of feedback being specific, actionable, and related to learning goals. It highlights that feedback is most impactful when delivered as part of high-quality teaching and when it fosters self-regulation in pupils.</p> <ul style="list-style-type: none"> <li>• <b>John Hattie's meta-analysis:</b> Feedback has an effect size of 0.70, placing it among the highest-impact teaching strategies.</li> <li>• <b>Practical application in schools:</b> Schools that have implemented targeted feedback approaches, such as live marking or verbal feedback, have demonstrated improved pupil progress in core subjects like English and maths.</li> </ul>	1, 2, 3

<p><b><u>Explicit teaching of vocabulary</u></b>  We will implement an explicit teaching approach to vocabulary acquisition, alongside the use of sentence stems, to improve the academic language and communication skills of disadvantaged pupils. Teachers will deliver direct instruction of tiered vocabulary (Tier 2 and Tier 3 words) and embed sentence stems into lessons to support structured responses and foster higher-order thinking.</p>	<p><b>1. Education Endowment Foundation (EEF):</b></p> <ul style="list-style-type: none"> <li>• The EEF’s “<b>Improving Literacy in Key Stage 2</b>” guidance recommends explicitly teaching vocabulary as a high-impact strategy for improving reading comprehension and writing skills. Vocabulary instruction can improve outcomes by up to <b>+5 months</b>.</li> <li>• Sentence stems support pupils in developing more structured, confident responses, particularly in extended writing or verbal discussion.</li> </ul> <p><b>2. Beck, McKeown, and Kucan (2002):</b></p> <ul style="list-style-type: none"> <li>• The framework of Tier 2 and Tier 3 vocabulary emphasizes that teaching high-utility academic words (Tier 2) and subject-specific terms (Tier 3) enhances pupils’ ability to access the curriculum.</li> </ul> <p><b>3. Alex Quigley’s “Closing the Vocabulary Gap”:</b></p> <ul style="list-style-type: none"> <li>• Quigley identifies explicit vocabulary instruction as crucial for narrowing the attainment gap, noting that disadvantaged pupils often have significantly smaller vocabularies than their peers.</li> </ul> <p><b>4. Practical Classroom Studies:</b></p> <ul style="list-style-type: none"> <li>• Research from the <b>National Literacy Trust</b> highlights that sentence stems help pupils to frame complex ideas, reducing cognitive load and encouraging fuller participation in classroom discourse. This is particularly beneficial for pupils with weaker language skills.</li> </ul>	<p>1, 2, 3, 5</p>
<p><b><u>Effective Questioning Techniques and Checking for Understanding</u></b>  Teachers will implement evidence-based questioning techniques to promote higher-order thinking,</p>	<p>Effective questioning helps to deepen understanding, identify misconceptions, and ensure that all pupils, including those from disadvantaged backgrounds, actively engage in their learning. It creates opportunities for dialogue, fosters metacognitive skills, and</p>	<p>2, 3</p>

<p>improve pupil engagement, and assess understanding.</p> <p><b>How we will implement this:</b></p> <p>Teachers will receive professional development on:</p> <ul style="list-style-type: none"> <li>• Using techniques such as Think, Pair, Share and cold calling to ensure equitable participation and avoid “opt-out” responses.</li> <li>• Increasing wait time to give all pupils, especially disadvantaged ones, time to process and answer thoughtfully.</li> <li>• Lesson observations will focus on the quality and distribution of questioning.</li> <li>• Pupils will be explicitly taught how to respond using sentence stems to structure their answers (e.g., “I think this because...” or “One example is...”).</li> </ul>	<p>supports pupils in articulating their ideas more clearly.</p> <p><b>1. Education Endowment Foundation (EEF):</b></p> <ul style="list-style-type: none"> <li>• Research into <b>metacognition and self-regulation</b> (+7 months impact) shows that effective questioning helps pupils reflect on their thinking and learning processes.</li> <li>• Questioning techniques, such as scaffolding responses, help disadvantaged pupils access complex ideas and make connections.</li> </ul> <p><b>2. John Hattie’s Visible Learning (2009):</b></p> <ul style="list-style-type: none"> <li>• Hattie identifies effective questioning as having a high impact on pupil outcomes, with an effect size of 0.48.</li> <li>• Higher-order questioning encourages critical thinking and leads to better retention of knowledge.</li> </ul> <p><b>3. Dylan William’s Assessment for Learning (AfL):</b></p> <ul style="list-style-type: none"> <li>• William highlights that questioning is a key component of formative assessment, helping teachers gauge understanding and adjust instruction to meet pupil needs.</li> <li>• Techniques such as “wait time” allow pupils to process their thoughts and respond with greater depth, which is particularly beneficial for disadvantaged pupils who may need additional cognitive processing time.</li> </ul> <p><b>4. Rosenshine’s Principles of Instruction (2012):</b></p> <ul style="list-style-type: none"> <li>• Questioning is identified as a core strategy to check for understanding and to facilitate guided practice.</li> <li>• Frequent, targeted questioning ensures disadvantaged pupils remain engaged and on track.</li> </ul>	
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<p><b>Provide Instructional Coaching to Improve the Quality of Teaching and Learning</b></p> <p>Implement an <b>instructional coaching program</b> where teachers receive individualised, evidence-based feedback and support to enhance their teaching practices. Coaches will observe lessons, provide targeted feedback, and work collaboratively with teachers to implement high-impact strategies, such as questioning, feedback, and metacognition techniques.</p> <p><b>How we will implement this:</b></p> <ul style="list-style-type: none"> <li>• Train senior and middle leaders as <b>instructional coaches</b> using external or in-house Trust CPD programs (e.g., Ambition Institute or National College resources).</li> <li>• Focus coaching sessions on implementing high-impact strategies, such as: <ul style="list-style-type: none"> <li>• Metacognition and self-regulation.</li> <li>• Effective questioning techniques.</li> <li>• Providing actionable feedback to pupils.</li> </ul> </li> <li>• Use a <b>plan-observe-feedback-reflect cycle</b>, ensuring that each coaching session builds on prior progress.</li> <li>• Monitor the consistency and quality of teaching across the school through regular learning walks and lesson observations.</li> </ul>	<p>Instructional coaching is one of the most effective forms of professional development, offering sustained, personalised support that leads to measurable improvements in teaching and learning. By focusing on small, actionable changes, it builds teacher expertise and enhances the quality of classroom instruction, which is the most significant factor in improving pupil outcomes.</p> <ol style="list-style-type: none"> <li><b>1. Education Endowment Foundation (EEF):</b> <ul style="list-style-type: none"> <li>• The EEF recognizes <b>instructional coaching</b> as a highly effective professional development method that improves teaching quality and, in turn, pupil outcomes.</li> <li>• Coaching emphasises feedback, modelling, and deliberate practice, which research shows are critical for sustained improvement.</li> </ul> </li> <li><b>2. Kraft, Blazar, and Hogan (2018) Meta-Analysis:</b> <ul style="list-style-type: none"> <li>• Their review found that instructional coaching has an effect size of 0.49 on teaching quality and 0.18 on pupil outcomes, demonstrating its significant impact.</li> <li>• Coaching is most effective when focused on specific, evidence-based teaching strategies and sustained over time.</li> </ul> </li> <li><b>3. John Hattie’s Visible Learning (2009):</b> <ul style="list-style-type: none"> <li>• Teacher professional development has a high impact on pupil outcomes, with an effect size of 0.62. Instructional coaching supports ongoing development by focusing on real-time classroom practice.</li> </ul> </li> <li><b>4. Rosenshine’s Principles of Instruction (2012):</b> <ul style="list-style-type: none"> <li>• Coaching supports the consistent application of Rosenshine’s evidence-based practices, such as explicit instruction, scaffolding, and frequent checks for understanding.</li> </ul> </li> </ol>	<p>1, 2, 3, 4, 5</p>
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Provide coaching support to staff improve the delivery of RWI phonics which in turn with impact on outcomes	Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
High quality support for Data, its analysis and identifying next steps for provision and support (CPD)	High quality CPD and continued professional development for staff on an ongoing basis: <ul style="list-style-type: none"> <li>• Moderated Data Drops</li> <li>• Rigorous Pupil Progress Meeting on a half termly basis</li> <li>• Data analysis at class, cohort and Key Stage level</li> <li>• Provision Map writing and implementation</li> </ul>	1,2,3,4,5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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, and so deployment of staff and targeted children is agreed at extended SLT level: <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Speech & Language Teaching Assistant to support the implementation of quality SALT interventions 1:1 and small groups	Oral Language Interventions (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageintervention">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageintervention</a>	2, 3, 5



<p>Staff training and implementation of PiXL therapies and speech and language interventions to close identified gaps in knowledge for disadvantaged pupils</p>	<p>In schools visited by McLeod et al (2015), all had data systems in place, but more successful schools were using data more comprehensively to monitor pupils' progress. They were looking to identify areas of need at every opportunity. Pupils' support needs could be identified at any point throughout the year and interventions could be planned and started almost immediately. This rapid response was made possible by having staff who could not only identify issues as they arose but were also able to deliver an appropriate intervention. <a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p>	<p>1, 2, 3, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>improving Attendance</b></p> <p>Adopt Wayne Harris' attendance improvement strategies alongside the <b>Thrive Relational Approach</b> to build strong relationships with pupils and families, addressing barriers to attendance. The strategies will include early identification of attendance issues, engaging families in solution-focused conversations, and creating a supportive school culture that</p>	<p>Poor attendance is a significant barrier to learning, particularly for disadvantaged pupils. Evidence shows that targeted, relational approaches to attendance improvement are most effective, as they address underlying causes such as anxiety, disengagement, and family challenges. Building trust with pupils and families fosters a supportive environment that improves attendance and engagement over time.</p> <p><b>Supporting Evidence:</b></p> <p><b>1. Wayne Harris' Attendance Strategy:</b></p> <ul style="list-style-type: none"> <li>• Wayne Harris emphasizes proactive strategies to improve attendance, including:</li> <li>• Building positive relationships with families.</li> </ul>	<p>1, 2, 3, 4, 5</p>

<p>prioritizes pupil well-being and connection.</p> <ul style="list-style-type: none"> <li>• Establish an <b>attendance team</b> to monitor data, identify patterns, and intervene early.</li> <li>• Conduct regular <b>family meetings</b> using solution-focused techniques to collaboratively address barriers.</li> <li>• Recognise and celebrate improved attendance</li> <li>• <b>Thrive Relational Approach:</b></li> <li>• Train staff in the Thrive Approach to understand and support pupils' emotional needs.</li> <li>• Provide daily check-ins with key adults for pupils with persistent absenteeism to foster connection.</li> <li>• Implement targeted Thrive action plans for pupils with emotional or social barriers to attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing the root causes of absenteeism through personalized support plans.</li> <li>• Creating a whole-school ethos where attendance is a shared priority.</li> <li>• Schools using this approach report measurable improvements in attendance and reductions in persistent absenteeism.</li> </ul> <p><b>2. Thrive Relational Approach:</b></p> <ul style="list-style-type: none"> <li>• This approach is rooted in neuroscience and attachment theory, focusing on addressing emotional and relational needs to help pupils feel safe and connected at school.</li> <li>• Thrive interventions are particularly effective for pupils with adverse childhood experiences (ACEs), who are more likely to struggle with attendance.</li> <li>• Schools implementing Thrive report improvements in well-being, attendance, and engagement.</li> </ul> <p><b>3. DfE Guidance on Improving School Attendance (2022):</b></p> <ul style="list-style-type: none"> <li>• The Department for Education highlights that relational approaches, involving early intervention and family engagement, are key to tackling persistent absenteeism.</li> </ul> <p><b>4. Education Endowment Foundation (EEF):</b></p> <ul style="list-style-type: none"> <li>• The EEF emphasizes the importance of addressing wider barriers to learning, including attendance, through personalized, relational support and parental engagement strategies.</li> </ul>	
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**Total budgeted cost: £ £97,680.00**  
*[£60,000 & £25,000 & £12,680]*

## Part B: Review of the previous academic year 2023-24

### Outcomes for disadvantaged pupils

<p>Improved outcomes for disadvantaged children at KS1 in Reading</p>	<p><b><i>Improved outcomes for Reading overtime at KS1:</i></b></p> <p>2024: 65%    2023: 63%    2022:50%</p> <p>2024 gap: -13% (78% - 65%)</p> <p>2023 gap: -12% (75% - 63%)</p> <p>PP Outcomes 2024 for GD exceeded target: 29%</p>
<p>Improved outcomes for disadvantaged children at KS1 Writing</p>	<p><i>Outcomes showing a small increase during 2024:</i></p> <p>2024: 53%</p> <p>2023: 50%</p> <p>2022:50%</p> <p>2024 gap: -17% (71% - 53%)</p> <p>2023 gap: -18% (68% - 50%)</p>
<p>Improved outcomes for disadvantaged children at KS1 Mathematics</p>	<p><b><i>Improved outcomes for Maths at KS1:</i></b></p> <p>2024: 65%    2023: 78%    2022:70%</p> <p><i>Gap between school ALL and PP outcomes has decreasing:</i></p> <p>2023 gap: -22% (78% - 56%)</p> <p>2024 gap: -13% (78% - 65%)</p>
<p>To improve the performance of disadvantaged pupils in the PSC at the end of Y1</p>	<p><i>PSC outcomes increased for PP pupils over time.</i></p> <p>2022: 47%</p> <p>2023: 50%</p> <p>2024: 63%</p>

	<p><i>Gap between school ALL and PP outcomes has decreasing:</i></p> <p>2022: -30% (77% - 47%)</p> <p>2023: -28% (78% - 50%)</p> <p>2024: -13% (76% - 63%)</p>
To achieve and sustain improved wellbeing and pupil confidence in themselves as learners for all pupils in our school, particularly our disadvantaged pupils.	Thrive surveys reflect increasingly positive outcomes for all pupils with a similar picture for disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>The attendance of our Pupil Premium pupils as a group is lower than that of the whole school.</p> <p>2024: PP: 91.1% compared to All: 93.9%</p>

## 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
PiXL interventions.	PiXL
NGRT	GL Assessments
WellComm	GL Assessments
Nessy	Nessy Learning
White Rose Maths	White Rose Education
Times Table Rock Stars	Maths Circle Ltd
Numbots	Maths Circle Ltd
CUSP	Curriculum with Unity Schools Partnership