Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Abbey Road Primary
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	July 2026 - 28 children (6.5%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	September 2026
Date on which it was reviewed	September 2026
Date on which it will be next reviewed	September 2027
Statement authorised by	Ly Toom
Pupil premium lead	Michael Jones
Governor / Trustee lead	Mrs L Powell-Perry Ms A Dennis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 34,030

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our broad and overarching objectives for disadvantaged pupils at Abbey Road are that:

- When they leave our school, they have made good progress, and their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers and that this is sustained through to KS2.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.

Our strategy is based on enabling and supporting our disadvantaged children to access our high-quality teaching supporting so that their progress and attainment is sustained across all subjects. It is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage in general. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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

Challenge number	Detail of challenge
1	Limited language skills and vocabulary gaps for PP children compared to non-PP.
2	Greater difficulty and slower progression with phonics for PP children compared to non-PP children.
3	Attainment in achieving the early learning goal for writing is lower than in maths and reading for children in EYFS.
4	Limited early reading experience affect attainment in ks1 and later their progress in ks2.
5	Limited early maths experiences affect attainment in ks1 and later their progress in ks2.
6	To ensure attendance of PP children remains in line with that of non-disadvantages pupils.
7	Limited life experiences and opportunities to join in enrichment activities.
8	Some disadvantaged pupils with social, emotional and mental health needs can find it difficult to access learning within a classroom setting.

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
1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, based on progress from baseline assessments on entry. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improved phonic knowledge across R- Y3	Attainment in phonics for disadvantaged pupils is at least in line with national data for all pupils. Phonics data shows that the gap between children in receipt of PP funding and those who aren't, has narrowed.
3	Children make at least expected progress in writing. Increased number achieving EXS and GDS at end of key stages	The gap will close between PP and other children in writing.

		Pupils make at least expected progress each year. The number of pupils attaining EXS+ and GDS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
4	Children make at least expected progress in reading. Increased number achieving EXS and GDS at end of key stages	The gap will close between PP and other children in reading. Pupils make at least expected progress each year. The number of pupils attaining EXS+ and GDS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
5	Children make at least expected progress in maths. Increased number achieving EXS and GDS at end of key stages	The gap will close between PP and other children in maths. Pupils make at least expected progress each year. The number of pupils attaining EXS+ and GDS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
6	Attendance of PP children remains in line with that of non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged pupils narrows. Additional support impacts positively on identified families and persistent absence is reduced.
7	Improved life experiences for disadvantaged pupils and more opportunities to join in enrichment activities. Pupils' social and emotional needs are supported effectively within school.	All pupils are offered additional opportunities to access paid for services such as sports clubs, chess and music tuition. Improved relationships between school and PP families. School staff aware of PP children and actively promote and identify opportunities for them.

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: £15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Reception & KS1 staff will trained in the Read, Write Inc approach. Access to the portal will be purchased so staff have access to a comprehensive suite of digital literacy resources, training, and tracking tools	EEF –Improving Literacy in key stage 1. Strand 3, 8 Improving Literacy in key stage 2. Strand 2, 7	1, 2, 3, 4
Select TAs trained Phonics interventions by trained staff in KS2	EEF –Improving Literacy in key stage 1. Strand 3, 8	1, 2, 3, 4
Continued use Widgit across the school for dual coding & visual timetables	EEF –Improving Literacy in key stage 1. Strand 3, 8	1
Teach reading comprehension strategies through modelling and supported practice. Review how reading is taught and how we can improve teacher practice. 20% readers identified and read with daily.	EEF Improving literacy in KS2 Recommendation 3: EEF Improving literacy in KS1 Recommendation 4:	4
Reception & KS1 staff to receive training on Mastering Number from a specialist.	EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 and KS3 strand 1-8	5
Continue White Rose subscription	EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 and KS3 strand 1-8	5
Improve the quality of social and emotional learning interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic	6, 8

	performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning These approaches will be embedded into routine educational practices and will be supported by professional development and training for staff.	

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to develop fluent reading capabilities through use of interventions	EEF Improving literacy in KS2 Recommendation 2. EEF –Improving Literacy in key stage 1. Strand 3, 8	4
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. Interventions have been shown to be more effective when delivered as a regular session over a period of up to 12 weeks	2
Providing small group tuition for disadvantaged pupils at risk of not meeting age related expectations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one. EEF small group tuition	1,2,3,4,5
Purchase web-based programmes to be used at home and at school *Ed-shed* *Times Tables Rockstars* *Phonics* *Clicker*	EEF parental engagement EEF digital technology	1, 2, 3, 4, 5
Adaption of class profile documents to evidence progress within assessment bands and strategies used to support children.	EEF Guide to the Pupil Premium	3, 4, 5

Literacy Volunteer Support	EEF Improving literacy in KS2. EEF –Improving Literacy in key stage 1	1, 4, 6

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

Budgeted cost: £6,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children.	EEF- improving social and emotional learning in primary schools Strand 1,2,3,5	1,2,3,4,5,6, 7 and 8
Cultural capital experiences – reduced cost for residentials and trips. No cost for in school extra-curricular activities (one per term).	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence.	6, 7, 8
Actively engage with parents to encourage better attendance as well as reinforce learning in the home environment.	EEF- improving social and emotional learning in primary schools Strand 5	6, 7, 8
Senior teacher and family link worker to liaise and engage with families of Pupil Premium children and better tailor provision to individual circumstances. Ensure maximum uptake of opportunities at school for disadvantaged pupils. Continue to develop the new system of monitoring attendance across school, with concern letters being sent/reviewed on a six-weekly basis.	EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence. EEF- improving social and emotional learning in primary schools Strand 5	6, 7, 8
Weekly whole school assemblies to teach a	EEF - Improving Behaviour in Schools	6, 7

'behaviour curriculum'. This will focus on different elements of the school day and set the expectations for all children.		

Total budgeted cost: £34,030

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 eligible for funding in the 2025-2026 academic year. This includes children who were identified as pupil premium within the year – 28 children in total.

	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils. Vocabulary progression planned into all subject areas. Audit of reading materials across school – old reading material to be replaced with newer texts. Lowest 20% daily readers with Tas New whole class reading structure implemented across the school with a focus on children reading within lessons.	Assessments and observations indicate improved oral language among disadvantaged pupils, based on progress from baseline assessments on entry. *This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.* Provide children with the opportunity to read at length. *Learning walks & lessons observations have shown that in whole class reading lessons the opportunities for children to read at length have increased.* Celebrate reading for pleasure. *Reading leads work on 'Book of the Month'. 'Book Bus', updating reading spines etc has supported this.*
2	Improved phonic knowledge across YR - Y3 At the end of Summer 2026: **EYFS:** 54/60 children achieved the Early Learning Goal in Word Reading (53/59 previous year) **Year 1:** 3/4 children met the expected standard in the phonics screening **Year 2:** 0/3 children met the expected standard in the phonics screening recheck	Attainment in phonics for disadvantaged pupils is at least in line with national data for all pupils. *Attainment for disadvantaged is lower than national data (75% compared to 86.2%) however for internal disadvantaged data, it is up 25% on previous year. Small group size effects percentile points.* Phonics data shows that the gap between children in receipt of PP funding and those who aren't, has narrowed. *Phonics data is up from 50% to 75% for disadvantaged children.*
3	Children make at least expected progress in **writing**. Increased number achieving EXS and GDS at end of key stages **Annual progress - Summer 2026:** **KS1:** 8/13 children made at least expected progress from previous year. **KS2:** 17/18 children made at least expected progress from their previous end of year	The gap will close between PP and other children in writing. Pupils make at least expected progress each year.

	assessment. (2 additional children had no previous data recorded) **Attainment – Summer 2026:** **EYFS:** 1/2 children achieved the Early Learning Goal in Writing. **End of KS1:** 1/7 children in Year 2 achieved at least the expected standard in writing **End of KS2:** 5/7 children in Year 6 achieved at least the expected standard in writing	*Class profile have been adapted this year to track the data for children at different assessment points. Staff will check against this data to identify whether a gap within an assessment band is narrowing/widening rather than seeing a Year 2 WTS, Year 3 WTS, Year 4 WTS for example. Documentation should show the score getting closer to the EXS. If it is not, the planned actions are made on class profiles on how to support these children further. This is completed for writing, reading and maths.* *Staff meets have focused on short burst writing to support the needs of all pupils. Planning will continue to be tweaked to meet the need of all pupils.*
4	Children make at least expected progress in **reading**. Increased number achieving EXS and GDS at end of key stages **Annual progress - Summer 2026:** **KS1:** 9/13 children made at least expected progress from previous year. **KS2:** 16/18 children made at least expected progress from their previous end of year assessment. (2 additional children had no previous data recorded) **Attainment – Summer 2026:** **EYFS:** 1/2 children achieved the Early Learning Goal in Word Reading **End of KS1 –** 1/7 children achieved at least the expected standard in reading. **End of KS2 –** 6/7 children in Year 6 achieved at least the expected standard in reading. .	The gap will close between PP and other children in reading. Pupils make at least expected progress each year. *Class profile have been adapted this year to track the data for children at different assessment points. Staff will check against this data to identify whether a gap within an assessment band is narrowing/widening rather than seeing a Year 2 WTS, Year 3 WTS, Year 4 WTS for example. Documentation should show the score getting closer to the EXS. If it is not, the planned actions are made on class profiles on how to support these children further.* *Whole class reading is now embedded across the school.*
5	Children make at least expected progress in **maths**. Increased number achieving EXS and GDS at end of key stages **Annual progress - Summer 2026:** **KS1:** 8/13 children made at least expected progress in maths. **KS2:** 17/18 children made at least expected progress from their previous end of year assessment. (2 additional children had no previous data recorded) **Attainment – Summer 2026:** **EYFS**: 2/2 children achieved the Early Learning Goal in Number and Numerical Patterns.	The gap will close between PP and other children in maths. Pupils make at least expected progress each year. *Class profile have been adapted this year to track the data for children at different assessment points. Staff will check against this data to identify whether a gap within an assessment band is narrowing/widening rather than seeing a Year 2 WTS, Year 3 WTS, Year 4 WTS for example. Documentation should show the score getting closer to the EXS. If it is not,*

	End of KS1: 1/7 children at the expected standard for maths. **End of KS2:** 3/7 children in Year 6 achieved at least the expected standard in maths	*the planned actions are made on class profiles on how to support these children further.*
6	Attendance of PP children remains in line with that of non-disadvantaged pupils. Attendance for PP pupils: 95.6% Attendance for whole school: 97.2%	The gap between disadvantaged and non-disadvantaged pupils narrows. Additional support impacts positively on identified families and persistent absence is reduced.
7	Improved life experiences for disadvantaged pupils and more opportunities to join in enrichment activities. Pupils' social and emotional needs are supported effectively within school.	*All families are contacted at the start of the year and details are shared with them for in school contact.* *All pupils are offered additional opportunities to access paid for services such as sports clubs, chess and music tuition.* *Improved relationships between school and PP families.* *School staff aware of PP children – they are tracked, alongside specific provision, on class profiles* *ELSA records demonstrate effective support for emotional wellbeing*.

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
n/a	
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a