Pupil premium strategy statement – *Abbey CofE Infant School*

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	194
Proportion (%) of pupil premium eligible pupils	24%
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)**	2024 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Governors
Pupil premium lead	Rachel Horton
Governor / Trustee lead	Amanda Young

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£70,890.00
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*	£70,890.00

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is used to help disadvantaged pupils to make excellent progress in their learning by building solid foundations in the key areas of reading, writing and maths. At Abbey CofE Infant School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Challenges

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

Challenge number	Detail of challenge
1	*A higher proportion of children enter school and nursery from lower educational start points.*
2	*A higher proportion of children have reduced access to opportunities and experiences in the home that lead to secure childhood development*
3	*A higher proportion of children have limited language and vocabulary when compared to non-disadvantaged pupils.*
4	*There is a greater prevalence of behavioural concerns amongst disadvantaged pupils.*
5	*A higher proportion present with social and emotional development that is lower, when compared to non-disadvantaged pupils.*

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
Build on existing good practice to ensure high quality teaching in all classes.	*Excellent teaching leads to excellent progress in learning for all pupils.*
All pupils make excellent progress from their unique starting points.	*All groups of pupils make excellent progress in their learning.*

All children make good progress in social, emotional aspects of learning.	*Children develop the social and emotional skills necessary to become effective learners.*

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: £950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: *Provide training for all teaching staff in the effective delivery of phonics Little Wandle phonics.*	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	1,2,3,4,5
Provide training and support for teachers on effective use of assessment through coaching and mentoring.		

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Programmes: *Deliver Wellcomm Sp & Lang intervention programme in EYFS.*	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well chosen, and well-implemented, TA-led	1,2,3,4,5

Deliver Little Wandle catch up programme.	interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.	

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver support through the Thrive approach (programme to support children's social, emotional and behavioural needs).	EEF research - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	4,5

Total budgeted cost: £70,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

YEAR 1 PHONICS SCREENING CHECK: (figures do not include Resource Base Provision)

2026
76% (80% national)
Disadvantaged pupils 71% (67% National)

- *A greater proportion of disadvantaged pupils at Abbey CofE Infant School achieved the expected standard in the Y1 phonics screening check (71%) compared to the national percentage of 67%.*

END OF KEY STAGE 1 OUTCOMES 2025:

	Expected Standard +	
	Pupil premium	**Non- pupil premium**
Reading	83% (54%)	79% (73%)
Writing	59% (44%)	66% (65%)
Maths	71% (56%)	76% (75%)

() National percentage for 2022/23

End of Key Stage assessments and school internal assessments show that children made excellent progress in reading, writing and maths when measured against their starting points. End of KS1 outcomes were above the national figures and figures for disadvantaged learners were also in-line or above national.

WellComm speech and language programme delivery resulted in all children making good progress from their starting points, 61% of pupils were assessed to be at the expected standard for their age by the end of Reception. This compares to just 21% at the start of the year.

Our Thrive approach to supporting children's social and emotional development has been extremely effective in promoting positive mental health by giving them the

knowledge and tools necessary to understand their feelings and behaviour. Thrive assessments show the term on term improvements.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics Programme	Letters and Sounds
Wellcomm	GL Assessment

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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 funding.