

# Pupil premium strategy statement – Abbeys 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	299
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 - 2024/2025 – 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Board of Governors
Pupil premium lead	Claire Louis-White
Governor / Trustee lead	Jo Hammett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,700
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>	£148,700

## Part A: Pupil premium strategy plan

### Statement of intent

*At Abbeys, we believe that all children should have a vast array of experiences and opportunities provided via a broad and balanced curriculum. We recognise that not all pupils have access to the same level of support and opportunities outside of school and it is our aim to ensure that as a school we provide as much as possible to address this. At Abbeys the environment is calm, caring and purposeful, the staff are highly skilled in identifying and targeting support and we have a range of resources available to us.*

*Whilst not all pupils are disadvantaged and qualify for free school meals, we are aware that many families struggle to manage financially. We build positive relationships with our families to ensure open dialogue and support where needed. We work closely with Daisychain Children's Centre onsite to identify, signpost and secure the best possible opportunities and outcomes for our families.*

*We allocate pupil premium funding to support any pupils in school that we've identified as socially disadvantaged, following a simple needs analysis and excellent relationships/ knowledge of our families and their circumstances.*

*Our main priority is to provide all pupils with high quality teaching and learning that meets their individual needs, whatever these may be. We focus on groups and cohorts where there are high levels of SEND and FSM and identify pupils/ families with more than one of these factors.*

*The support looks different depending on the needs of the child. It could be intervention- individual or in a small group, free breakfast club, additional after school clubs or life-skills focused learning. We offer free school uniform, dongles, Chrome books, partial payment for trips and visits and provide equipment where needed for curriculum access.*

*Effective use of this funding enables pupils to meet their full potential.*



## Challenges

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

Challenge number	Detail of challenge
1	High levels of mobility- due to temporary housing in the area.
2	Mental and physical health- low levels of resilience. Children not coming into school ready to learn, new starters not school ready.
3	Cost of living crisis- concerns around price increases have limited uptake of wider opportunities outside of school.
4	More families accessing the foodbank and support from Children's social care than previously.
5	Parental engagement, understanding the value of school attendance and punctuality.
6	Overall attainment of pupils, particularly those who are double disadvantaged.

## 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
Raised attainment, closed gaps for identified groups of children who are behind.	Data will show children making accelerated progress and the non- disadvantaged group continuing to close the gap.
Improved provision for mental health and sports. Wider offer for after school clubs.	A range of clubs and after school activities being offered. Effective strategies to support pupil mental health and wellbeing are taught as part of the daily curriculum.
Access to uniform, trips, tech required to access curriculum.	Pupils have access to a range of resources they need for their learning.
Enrichment opportunities.	Pupils accessing a range of opportunities and experiences that enhance their knowledge and understanding of the world.
Improved attendance and punctuality for pupil premium children.	Disadvantaged pupil attendance in line with national.



## 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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued support from external providers – White Knights &amp; Enigma Maths Hub</i>	RWI is a well-recognised synthetic phonics system, White Knights supports this through mentoring of staff, regular training and support with assessment.  Enigma Maths Hub CPD package supports maths mastery.	4,6
<i>Continued cpd linked to Trauma, SEN and Maslows hierarchy of need/ Rosenshines' principles</i>	Due to the socio-economic background of the pupils at Abbeys this needs to stay high on our agenda. It will support better relationships within school and within the local community. Staff to understand the needs of our pupils on a holistic level.	1,2,3,4,5,6
<i>NPQS for leadership team</i>	Headteacher- NPQEL- Executive Headship FS Leader- NQPEL- early years NPQSL- Senior leadership NPQSEN- SENCO.	5,6
<i>Internal monitoring at team and leadership level continues half termly with learning walks, observations and moderation across the school.</i>	The rigour of our internal monitoring and feedback has proven to drive improvements over the last 3 years and therefore is important to maintain that trajectory.	6
<i>Use of circle time, morning work and assembly time/ collective worship to hone in on SMSC and our school's core values- keeping them high on the agenda</i>	Keeping our core values at the heart of everything we do creates a sense of belonging that the children need at Abbeys.	1,2,6

<i>Parent workshops and feedback- working as collaboratively as we can to support families.</i>	Links to the objective above. Supporting families where needed. Offering support with 'wake up Wednesdays' and parent workshops for maths and RWI etc.	1,2,3,4,5
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 101,355

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Access to alternative provisions. Ride high/Field of dreams/Engage</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life, e.g. improved academic performance, attitude, behaviour and relationships (EEF).	1, 2, 3, 4,
<i>Learning mentor</i>	Support for mental health	1, 2, 3, 4, 6
<i>1:1 and small group interventions with teaching assistants.</i>	We know that additional interventions improve attainment over time, backed up by data.	1
<i>Supplementing trip and visits- cultural capital</i>	Up-levelling opportunities for all.	1, 2, 3, 4, 5

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

Budgeted cost: £ 5,250

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Uniform exchange</i>	Children feel part of the school community.	2, 4
<i>Parent workshops, improved communications aimed at building parental engagement supported by surveys to monitor and evaluate.</i>	Parental engagement in education is consistently associated with childrens' subsequent academic success.	6
<i>Provision of chromebooks and other resources to support home learning.</i>	Children need appropriate resources to support home learning and not be disadvantaged by not having access to a device.	1,2,3,4,5,6

<i>Studybugs to improve attendance</i>	Online platform that quickly enables all staff to see attendance data and lateness- meaning they can support the pupils and families better.	5
<i>Morning minibus pickup</i>	Funded with some pupil premium money and some donations from families the bus route covers mot of West Bletchley to ensure targeted pupils are on time for school.	5
<i>Free breakfast/after school club offered for targeted pupils</i>	Targeting key families who we know are struggling financially or with school refusal.	2,3
<i>Free after school clubs to 4pm, offering a wide range of activities and homework support. Wrap club on school site until 6pm.</i>	Targeting key pupils who we know are struggling financial or with school refusal. Enabling parents/ carers time to work.	2,3
<i>Support to families via meal boxes/fruit boxes/ signposting to support. Working with outside agencies for specialised support (e.g. bereavement)</i>	Targeting key pupils who we know are struggling financially	2,3

**Total budgeted cost: £114,605**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school's IDSR indicates a narrowing trend between disadvantaged and non-disadvantaged pupils in reading, writing and maths.

Disadvantaged pupils have access to and are using Chrome books provided to them at home to complete school tasks and use learning platforms. This means they are reading more regularly and accessing resources to support their learning. The bottom 20% of pupils are monitored and targeted with additional reading support in school.

Disadvantaged pupils accelerate more where groups are smaller and targeted.

Some disadvantaged pupils achieved at the expected level in year 6 due to specific interventions and afterschool tuition put in place to support them.

Parental surveys are positive and relationships across the school and throughout the local community are well established.

### 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