

Pupil premium strategy statement – Abbey Hill Primary and Nursery 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	224
Proportion (%) of pupil premium eligible pupils	78% (Y1-Y6) (128/164)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	20 th Dec 2024
Date on which it will be reviewed	July 24 th 2025
Statement authorised by	Adam Jevons-Newman Headteacher
Pupil premium lead	Adam Jevons-Newman Headteacher
Governor / Trustee lead	Zoe Godfrey Lead for Disadvantaged Pupils Emma Hampton Director of Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,315
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£Nil
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>	£187,315



Part A: Pupil premium strategy plan

Statement of intent

Narrowing the gap and striving to overcome the impact of disadvantage is central to the ambitions of Abbey Hill Primary School and Nursery. Ambition is one of our school values and upholding and living out that sense of ambition is a key part of the changing culture we are intend to kindle.

We recognise that a large proportion of our pupils are supported by this strategy and so its practices and ethos are fundamental to the values, principles, daily life and ethos of our school.

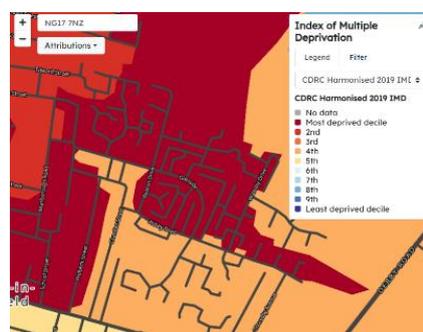
Abbey Hill serves an area of significant social and economic disadvantage, and has a disproportionately high number of disadvantaged pupils. The IDACI Index places the postcodes of our pupils as being 'Most deprived decile' in its ranking. Many disadvantaged pupils also experience challenges associated with SEMH needs, attachment and/or trauma. We recognise the impact that these challenges may pose to our Abbeyhillian families and offer both academic and pastoral support

to help address or redress these challenges or vulnerabilities. A significant number of children and families are supported by social services or other agencies. In some instances, our pupils' lived experience includes domestic abuse, substance abuse and poor mental health. Police crime data shows that violence and sexual offences, anti-social behaviour and criminal damage are the most prevalent crimes in the area.

We also recognise and celebrate the determination, resilience and PRIDE (another school value) which our Abbeyhillians exhibit and the potential that this has to support them as they grow. This strategy strikes a balance between promoting educational outcomes through a prioritisation of high-quality, engaging teaching and rich learning experiences alongside strategies to nurture and support pupils and families.

To ensure our strategies are effective we:

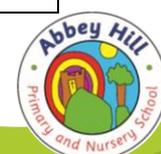
- Prioritise early identification, early intervention and early support
- Ensure all pupils are supported pastorally and academically and are challenged appropriately.
- Prioritise what is offered to a pupil where there are many areas of need to be addressed.
- Adopt a whole school approach where all staff have high ambitions and expectations and take responsibility for the attainment and progress of disadvantaged pupils.



Challenges

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

Challenge number	Detail of challenge
1	<p>Environmental circumstances and readiness to learn</p> <ul style="list-style-type: none"> • Some pupils arrive emotionally heightened or dysregulated by lived experiences beyond school. • Some disadvantaged pupils come to school hungry and tired due to lack of routines and boundaries at home and poor sleep patterns. The current cost of living crisis has exacerbated this. • Some pupils struggle to self-regulate, particularly during less structured parts of the school day, and need adult support in resolving disagreements. • Some pupils and families were unable to access external agency support at any early stage (due to lockdowns and other external agency complexities) which have delayed access to agencies beyond school. • Many disadvantaged pupils enter FS with poor physical skills and fine motor control. • A significant number of children experience complex family circumstances including domestic violence, poor mental health and substance misuse, leading to children's poor well-being and self-regulation.
2	<p>Emotional well-being and self-regulation</p> <ul style="list-style-type: none"> • Some disadvantaged pupils struggle with their emotional well-being and have suffered childhood ACEs and attachment and trauma issues, which for some, remains a legacy of the pandemic. This has become a barrier for some pupils in their interaction with others and in their learning. It has also led to many more referrals to external agencies and has an effect on the proportions of pupils who can be supported by school-led interventions. • Some pupils have had contact with the police due to lived experiences or behaviours in the community. • Some pupils have experienced changes to setting including at a young age and have not fostered a sense of belonging in school.
3	<p>Retrieval and recall skills</p> <ul style="list-style-type: none"> • The attainment of disadvantaged pupils is below national averages within our school. In 2024, the performance of disadvantaged pupils in Year 6 showed a gap of 51% from the national average. • The percentage of our SEND pupils who are disadvantaged is 10% higher than the national average and double the authority average.



4	<p>Attendance including attitudes towards and understanding of good attendance</p> <ul style="list-style-type: none"> • There is a significant gap between the attendance of pupils eligible for FSM and those who are not. • Some pupils do not regularly attend school and have a high proportion of illness related absences associated with short periods from colds/flu or gastro-related health. • A number of disadvantaged pupils have poor attendance and some are persistently absent from school. • The most vulnerable parents struggle to get their children to school, despite support and challenge from the school and external agencies such as social care.
5	<p>Poor reading and phonics skills</p> <ul style="list-style-type: none"> • A number of disadvantaged pupils have poor reading skills, in both decoding and comprehension, which significantly impacts their ability to access the curriculum. • Phonics skills are low and many pupils struggle with aural blending, grapheme recognition and tricky word recognition. • Pupils demonstrate difficulty in applying phonic knowledge and skills to reading.
6	<p>Poor speech and limited language and vocabulary in the EYFS and beyond</p> <ul style="list-style-type: none"> • Many disadvantaged pupils have very limited language skills on entry to school and do not know the conventions of communication. The number of pupils with DLD in FS and KS1 is high. This slows their progress in many areas of learning, sometimes into KS2 and beyond. • Many have little experience of nursery rhymes, songs or stories, which can stall progress in reading and phonics throughout school. • Attention and listening skills are poor. • Vocabulary is limited and grammatical knowledge is poor which affects progress in reading comprehension.
7	<p>Pupils' limited life experience</p> <ul style="list-style-type: none"> • Many disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their curriculum engagement and readiness to learn, vocabulary and comprehension skills.
8	<p>Pupils' aspirations</p> <ul style="list-style-type: none"> • Although this is widening, pupils do not necessarily have clear aspirations or ideas about what their future may hold nor the path they can take to achieve their ambitions. • In many instances, pupils are unclear about learning, the science and process of learning or the true value of learning. This impacts on their resilience.



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 standards of provision in all areas so that all pupils have access to Quality First Teaching.	<ul style="list-style-type: none"> The quality of teaching is at least effective. CPD is strategically targeted to meet the needs of all staff and aspects of school and the impact of this is demonstrated in internal monitoring. Staff and pupil voice reflect positive attitudes to school and learning including having a Digital Curriculum in place which supports effective or highly effective provision
To raise standards and narrow the gap in writing attainment	<ul style="list-style-type: none"> The attainment of disadvantaged pupils will be closer to the attainment of non-disadvantaged pupils. The curriculum will have been reconsidered, taking into account pupil voice, so that disadvantaged pupils reflect positively on their experience as writers at Abbey Hill,
To improve attendance and attitudes for all pupils so that pupils engage more positively with their learning.	<ul style="list-style-type: none"> The school curriculum and ethos foster a love of learning and positive attitudes towards learning. Events are strategically planned for and attended by parents, to increase parental/family engagement with school. The school is effective in identifying early support for families where pupils' attendance is poor and addresses this. The school works effectively in partnership with other agencies to support families in improving attendance. Attendance data in 2024 – 25 demonstrates that robust action is taken to address concerns around attendance, including persistent absenteeism. Staff, at all levels, play an active role in the messaging and monitoring of attendance to families.
To narrow the gap in attainment between disadvantaged and non-disadvantaged pupils so that more children attain national standards.	<ul style="list-style-type: none"> Data shows that a greater proportion of disadvantaged pupils achieve the combined expected standard at the end of Key Stage 2. Data shows that by 2024 – 25 a greater proportion of pupils make accelerated progress in reading and writing.
To achieve and sustain improved well-being and self-regulation for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> Monitoring observations show school is a calm, purposeful place and pupil interactions with staff and peers are positive. Instances of serious behaviour incidents are reduced on historic data. Staff have clarity about systems and processes and their application of this is consistent and



	<p>embedded. Pupils who struggle to self-regulate report they have strategies to manage their behaviour and these strategies help them to regulate.</p>
<p>To improve communication skills, so that pupils access learning across the wider curriculum.</p>	<ul style="list-style-type: none"> • Monitoring observations show pupils are able to talk confidently in their learning and to peers and adults. • Monitoring observations show pupils acquire phonic knowledge at a faster rate and a greater proportion are working at the correct phase for their year group. • Pupil voice indicates a culture of reading for pleasure and positive, engaged attitudes towards reading. • School environment reflects a priority of and love for reading.
<p>To provide pupils with access to enrichment activities to broaden their interests, engagement and experiences including visitors. To support learning through real life experience to deepen understanding and enhance vocabulary.</p>	<ul style="list-style-type: none"> • Curriculum Plans and Outcomes reflect a deliberately rich experience for pupils across their time at school. All pupils access enrichment beyond the core curriculum offer. • Pupil voice reports high level of enjoyment and engagement with wider experiences and pupils' work following these experiences is increasingly interwoven into the curriculum promoting wider, more ambitious vocabulary. • Pupils have strong recall of key learning from our intended curriculum.

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: £101,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed quality first teaching by providing all staff with high-quality CPD throughout the year, linked to the school priorities</p>	<p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE)</p>	<p>1, 3, 5, 8</p>



	NFER Research: Leaders of more successful schools emphasise the importance of ‘quality teaching first’. T	
Use of TAs to deliver targeted intervention or to enable in-class targeted intervention by teachers including: <ul style="list-style-type: none"> • Writing conferences • Pre-teach • In-class small group support 	Targeted support, in small groups, is shown to be an effective method for pupils who are beginning to fall behind or are low attaining. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term	1, 2, 3, 6
Whole-school strategic CPD plan linked to SIP with targeted CPD and rationale to embed high-quality teaching and learning strategies.	A commitment to CPD by school leaders and staff deepens the knowledge base of staff and increases impact on pupils’ wellbeing, learning and lives. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	1, 3
Whole-school CPD on Effective Pedagogy in Writing including INSET provision, CPD on curriculum and lesson structures and targeted in-class support.	A commitment to CPD by school leaders and staff deepens the knowledge base of staff and increases impact on pupils’ wellbeing, learning and lives. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	1, 3, 5, 6



<p>Implementation of new Maths curriculum with associated CPD and resources.</p>	<p>The Power Maths Efficacy Study is a three-year study that was carried out by Pearson in collaboration with UCL from 2019–2022 with 24 schools. Almost all children noted the benefits for them of using whole-class discussion to develop and share their mathematical understanding. https://www.pearson.com/en-gb/schools/subject-resources/mathematics/tried-tested-trusted/power-maths-efficacy.html?utm_medium=social&utm_source=christmascompetition&utm_campaign=G BPRMA0719POWER</p>	<p>1</p>
<p>Focussed CPD on adaptations to curriculum to meet needs of disadvantaged pupils including CPD for lead teacher for R2i</p>	<p>The EEF SEND in Mainstream Schools Guidance Report guides that “Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.” https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734354328</p>	<p>1, 2, 3, 6</p>
<p>Whole-school focus and approach to Oracy with associated CPD for lead teacher</p>	<p>The average impact of oral language interventions is approximately an additional six months’ progress over the course of a year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/orallanguageinterventions</p>	<p>1, 7, 8</p>
<p>Procurement of and introduction of iPads to enrich teaching and learning strategies.</p>	<p>Technology can both increase the effectiveness of educational instruction but also improve pupil performance and practice. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1, 4</p>



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

Budgeted cost: £22,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing deployed to facilitate pre-teacher provision targeted at disadvantaged pupils so that access to next steps in learning is preemptive.	There is evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. The majority of effective approaches involve targeted small group or one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Additional phonics sessions targeted at pupils who require further support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5
Additional reading sessions targeted at pupils requiring additional support.	Targeted support, in small groups, is shown to be an effective method for pupils who are beginning to fall behind or are low attaining. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-	5, 6



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Extra-curriculum academic sessions in UKS2 providing support to pupils to make and sustain progress.	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	3
Individualised speech and Language Interventions focussed on developing sounds, speaking, listening and understanding for our youngest pupils.	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that are delivered one-to-one also have larger impacts</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	6



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

Budgeted cost: £63,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker works with the most vulnerable families and pupils to sustain well-being, work with external agencies and to promote and support attendance and engagement with school.</p>	<p>There is an established link between the home learning environment at all ages and children’s performance at school.</p> <p>Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>2, 4, 8</p>
<p>Attendance Team monitors, identifies and promotes attendance.</p>	<p>An effective whole school strategy allows for a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>4</p>
<p>Subsidised Curriculum Enrichment supports pupils to engage with and beyond the curriculum and life experiences.</p>	<p>Accessing cultural opportunities leads to improved outcomes have been identified in English, mathematics and science.</p> <p>https://educationendowmentfoundation.org</p>	<p>4, 7, 8</p>



	.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Patron of Reading works with classes to promote R4P and increase the profile of reading.	Pupil Voice and historic impact of this reflects that pupils have increased their awareness of authors, increased the range of texts they read and have developed a more positive attitude to reading prior to this project.	5, 7, 8

Total budgeted cost: £187,315



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of Education

School's most recent Ofsted inspection judged school to provide a 'Good' Quality of Education.

School's focus on Quality First Teaching was supplemented by a strong CPD offer accessed across the teaching team as a result of academisation and accessing the Trust's CPD offer.

For the 24/25 academic year, school is part of Challenge Partners and will benefit from the collaborative opportunities to peer review and reflect on ways to further improve its effectiveness.

Attainment:

At the end of Key Stage 2, only 16% of our disadvantaged pupils achieved the combined expected standard in Reading, Writing and Maths.

	School dis. pupils
Number of pupils at the end of key stage 2	19
Percentage of pupils meeting the expected standard in reading, writing and maths	16%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%
Average score in reading	94
Average score in maths	95

FSM/PP

Reading	Writing	Maths
23% of PP Pupils achieved EXS	33% of PP Pupils achieved EXS	39% of PP Pupils achieved EXS
45% of non-PP pupils achieved EXS	64% of non-PP pupils achieved EXS	55% of non-PP pupils achieved EXS

Internal data shows that our disadvantaged pupils have a small gap to their non-disadvantaged peers in reading and maths but a significant gap in writing.



52% of disadvantaged pupils achieved GLD in the Early Years which is above the percentage of non-disadvantaged pupils achieving GLD.

36% of disadvantaged pupils passed the Year 1 Phonics Screening Check. Here, the gap is significant as 100% of non-disadvantaged pupils passed the screening check (however, this represents a very small number of children). By the end of Year 2, 88% of disadvantaged pupils passed the phonics screening check and outperformed non-disadvantaged pupils as a cohort.

The data shows that strategies the school has taken to support pupils to make academic progress in writing have had an impact – the intended impact in reading has not been fully made although outcomes are influenced by changes to the cohort.

The school is now working in partnership with 2 other schools in the Trust to improve the effectiveness of its phonics provision.

Attendance

For the academic year ending July 2024, there was just under a 5 % gap in the attendance of disadvantaged pupils compared with their non-disadvantaged counterparts.

Pupil and Family Voice

Pupil voice was very positive with our Y6 exit survey reflecting that the overwhelming majority of pupils would recommend the school. They cite that school is ‘fun’ and ‘a good place to learn’ as well as their ‘teachers’ for reasons they recommend the school.

Pupil voice is taken including through the School Parliament. Pupil voice has helped shaped a number of aspects of school life including operational aspects of lunchtime but also the school’s vision and values.

Parent voice gave a positive view of school. 94% of families feel their child enjoys school. A large proportion of families have accessed some form of an in-school event however all respondents would like to attend performances including more performances and all respondents would like to be invited into classrooms to see the classroom and learning

We also asked parents what the best thing about Abbey Hill was. They were not required to reply and a number of key themes are prominent: The staff, the support staff give pupils, that they can see the effort staff put in, children are valued, children are cared about.



Enrichment and Provision

Funds continued to be used to subsidise the cost of trips. In 23/24, school made an increased use of opportunities to broaden pupils' cultural capital by introducing trips beyond the intended curriculum. As a result, pupils accessed enrichment at Mansfield Town Football Club, Drayton Manor, a concert at Nottingham's Albert Hall and a Mosque visit. A Young Enterprise week was also held to broaden pupils' aspirations and careers vision.

A school television channel was established to promote opportunities for oracy.

Pupils in Year 3 and 4 continued a now-established tradition in school of becoming authors, working with the Patron of Reading to publish a historical non-fiction book inspired by their Roman learning. It is available to purchase on Amazon.

School continues to make positive steps in pupil progress, including accelerated progress and internal projections demonstrate positive outcomes anticipated for the 24/25 cohort.

Externally provided programmes

Programme	Provider
Patron of Reading	Gareth Baker
TT Rockstars	https://trockstars.com/
Power Maths	Pearson Power Maths

