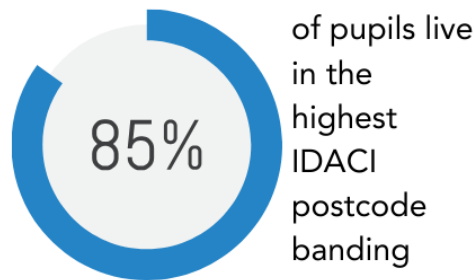
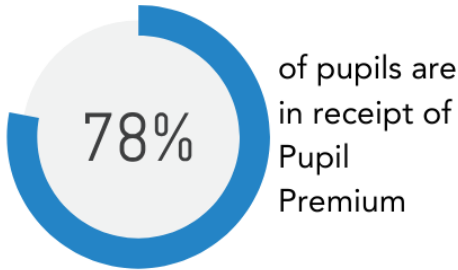


# Pupil Premium Strategy - One Pager

At Abbey Hill, ambition drives everything we do. With 78% of our pupils supported through Pupil Premium, we are committed to ensuring every child thrives academically, socially, and emotionally. Our strategy is rooted in understanding our pupils' lived experiences, removing barriers, and providing opportunities that inspire curiosity, confidence, and joy in learning.

We know that pupils learn best from teachers who enjoy teaching, in lessons you don't want to miss - that is the heart of our intent.



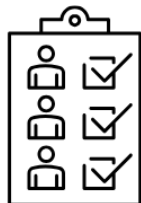
**£210,935**

Pupil premium funding allocation this academic year

## Our key challenges



Well-being and Regulation



Attendance and Readiness to learn



Recall and Retrieval



Early Reading and Vocabulary



Cultural capital and opportunity

## Our priorities



Raise and sustain standards



Promote wellbeing



Accelerate progress



Improve attendance



Meaningful curriculum



Community Partnerships

## Our work

- A relational approach where **knowing** our pupils informs **swift** leadership decision making.
- Delivering consistently excellent, adaptive and engaging teaching.
- Embedding trauma-informed practice and relational approaches to support well-being.
- Targeted interventions and curriculum adjustments to accelerate learning.
- Promoting strong attendance through proactive monitoring and family support.
- Offering a rich curriculum with trips, visitors, projects, and cultural opportunities.
- Building meaningful partnerships with families and the wider community.



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# 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  | 221   |
| Proportion (%) of pupil premium eligible pupils                         | 78%   |
| Academic year/years that our current pupil premium strategy plan covers | 2025/26   |
| Date this statement was published                                       | 1 <sup>st</sup> Dec 2025  |
| Date on which it will be reviewed                                       | September 2026  |
| Statement authorised by   | Adam Jevons-Newman<br>Headteacher   |
| Pupil premium lead  | Adam Jevons-Newman<br>Headteacher   |
| Governor / Trustee lead   | Zoe Godfrey<br>Lead for Disadvantaged Pupils<br>Emma Hampton<br>Director of Inclusion |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year  | £210,935        |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>   | £Nil            |
| <b>Total budget for this academic year</b><br><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> | <b>£210,935</b> |



# Part A: Pupil premium strategy plan

## Statement of intent

**Ambition**, one of our four school values, is a central driver of our work: it inspires us to provide all Abbeyhillians with the very best opportunities, teaching, and support so they can thrive, succeed, and achieve their dreams together. The challenges some pupils and families may face are part of our context, but they motivate us to give every child the very best and are not a barrier to celebrating potential and achievement. We know pupils learn best from teachers who enjoy teaching in lessons you don't want to miss.

A significant proportion of our pupils are supported through Pupil Premium funding. While this cohort is substantial, it is only one part of the vibrant, inclusive, and enriching school community we provide. This strategy strengthens our commitment to excellence, ensuring that every pupil has access to effective teaching, rich learning experiences and meaningful opportunities to flourish.

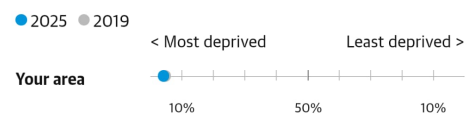
The values of Abbey Hill guide every aspect of our work:

- **Ambition** that pupils aim and achieve high
- **Pride** in ourselves, achievements, progress and personality
- **Kindness** in all we do and are
- **Resilience** to sustain and succeed

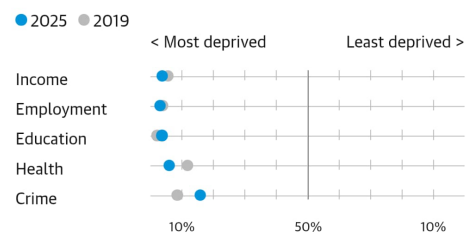
Pastoral and SEMH support is focal. Guided by trauma-informed practice and a focus on strength-based provision and discourse, safeguarding is rigorous and our partnerships with families and external agencies are collaborative and positive.

A strong understanding of our community underpins our work and the complexities outlined in the recent deprivation statistics are directly and intentionally responded to in our strategic and operational work. The expertise of our Child and Family Support Worker, nationally recognised by the Pearson Teaching Awards, our ParentKind Parent-Friendly accreditation, our Trauma-informed classrooms and our Relational Approaches reflect our commitment to nurturing every pupil.

The curriculum at Abbey Hill is designed to be meaningful, enriching and central to the intent of our Pupil Premium strategy. Every choice and provision is made with careful consideration of our pupils' needs and life experiences and the socio-economic challenges



Of the five main components that make up IMD, your area ranks lowest (most deprived) on employment and highest on crime.



faced. Content, outcomes, visitors, trips, and carefully-planned learning experiences reflect deliberate leadership decisions in shaping a curriculum that enhances opportunities for every Abbeyhillian. Every classroom is a space where learning is purposeful, with effective teaching and learning underpinning our ambition for every pupil. Adaptive, responsive teaching, grounded in deep knowledge of pupils, characterises each classroom. Our curriculum is not simply a curriculum; it is a deliberate and intentional aspect of how we provide opportunity, remove barriers, and ensure every child can thrive. Our research and reading also reminds us that our most-disadvantaged pupils learn best from teachers who enjoy teaching (Rowland, 2025)

Whole-school approaches are mirrored in our school improvement priorities, ensuring that teaching, pastoral support, enrichment, and leadership intertwine because Together we Achieve. Staff exercise intentional and moral leadership, modelling ambition, setting high expectations and making deliberate choices that benefit all pupils. This strategy is underpinned by collective ambition and understanding. All staff share responsibility for the attainment, progress, and well-being of every pupil. Through this strategy, we ensure that all pupils (particularly those eligible for Pupil Premium) can succeed academically, flourish personally and develop the confidence, resilience, and character to thrive beyond school. In this, we achieve our dreams together.

This year, due to the school's financial position, a one year strategy has been set.



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## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Emotional well-being and self-regulation</b></p> <ul style="list-style-type: none"> <li>• Internal knowledge demonstrates a significant proportion of our families have complex lived experiences and challenging and can range from experiences of domestic violence to mental health needs.</li> <li>• Pupils may have suffered childhood ACEs, attachment and/or trauma issues. 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.</li> <li>• Some pupils have had contact with the police due to lived experiences or behaviours in the community.</li> <li>• Some pupils have experienced changes to setting including at a young age and have not fostered a sense of belonging in school.</li> </ul>  |
| 2                | <p><b>Environmental circumstances and readiness to learn</b></p> <ul style="list-style-type: none"> <li>• Some pupils arrive emotionally heightened or dysregulated by lived experiences beyond school. Issues associated with housing and income are prevalent. A significant number of children experience complex family circumstances including domestic violence, poor mental health and substance misuse.</li> <li>• Some disadvantaged pupils come to school hungry and tired. The current cost of living crisis has exacerbated this.</li> <li>• Some pupils struggle to self-regulate, particularly during less structured parts of the school day, and need adult support in resolving disagreements.</li> <li>• Delays to access external to agency support impact on the support available to families to address challenges they too face.</li> <li>• The percentage of pupils struggling with fine-motor skills at a young age remains significant.</li> </ul> |
| 3                | <p><b>Retrieval and recall skills</b></p> <ul style="list-style-type: none"> <li>• The attainment of disadvantaged pupils is below national averages.</li> <li>• The percentage of our SEND pupils who are disadvantaged is higher than the national average and double the authority average.</li> <li>• The foundational knowledge of disadvantaged pupils is comparatively less than their peers which can limit their readiness and language.</li> </ul>   |



|   |  |
|---|--|
| 4 | <p><b>Attendance including attitudes towards and understanding of good attendance</b></p> <ul style="list-style-type: none"> <li>• There is a marked gap between the attendance of pupils eligible for FSM and those who are not.</li> <li>• A number of disadvantaged pupils have poor attendance and some are persistently absent from school although this picture is improving.</li> <li>• Some parents report a struggle to get their children to school, despite support and challenge from the school and external agencies.</li> </ul> |
| 5 | <p><b>Poor reading and phonics skills</b></p> <ul style="list-style-type: none"> <li>• Phonics skills are low and many pupils struggle with aural blending, grapheme recognition and tricky word recognition.</li> <li>• Pupils demonstrate difficulty in applying phonic knowledge and skills to reading.</li> </ul>  |
| 6 | <p><b>Limited language in the EYFS and beyond</b></p> <ul style="list-style-type: none"> <li>• Many disadvantaged pupils have limited language and vocabulary skills on entry to school.</li> <li>• Attention and listening skills do not optimise pupils' capacity to learn and attain.</li> <li>• Some of our most disadvantaged pupils do not have the vocabulary or emotional literacy to have their core needs met.</li> </ul>  |
| 7 | <p><b>Limited cultural capital</b></p> <ul style="list-style-type: none"> <li>• Many of our pupils have comparatively limited opportunities than their non-disadvantaged peers.</li> <li>• This has a significant impact on their foundational knowledge of the curriculum and vocabulary.</li> </ul>  |
| 8 | <p><b>Future aspirations</b></p> <ul style="list-style-type: none"> <li>• Pupils have ambitious and imaginative aspirations about their futures but do not always have an understanding about how best to optimise the opportunities available to achieve this.</li> <li>• School recognises this limits opportunity, <b>not potential</b>.</li> </ul>   |



## 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 effective teaching and learning.                                  | <ul style="list-style-type: none"> <li>• Pupils acquire the foundational knowledge in a timely and deliberately-designed manner which supports their progress through the curriculum.</li> <li>• Pupils consistently make strong progress in all subjects, especially disadvantaged pupils.</li> <li>• Lessons are engaging, scaffolded, and responsive to individual needs, promoting deep understanding.</li> <li>• Pupil voice and work demonstrate curiosity, confidence, and pride in their learning.</li> <li>• Internal monitoring and assessment data show teaching consistently achieves intended curriculum outcomes.</li> </ul> |
| To achieve and sustain improved well-being, social skills and self-regulation for all pupils, especially those eligible for Pupil Premium.           | <ul style="list-style-type: none"> <li>• Happy pupils attend regularly, experience a sense of belonging thrive.</li> <li>• Pupils feel safe, happy, and ready to learn.</li> <li>• Pupils use strategies independently to manage emotions and behaviour.</li> <li>• Positive interactions and collaborative behaviours are evident across school.</li> </ul>   |
| To narrow the gap in RWM with a particular focus on writing.   | <ul style="list-style-type: none"> <li>• Pupils consistently make strong progress in all subjects, especially disadvantaged pupils.</li> <li>• Lessons are engaging, scaffolded, and responsive to individual needs, promoting deep understanding.</li> <li>• Pupil voice and work demonstrate curiosity, confidence, and pride in their learning.</li> <li>• Internal monitoring and assessment data show teaching consistently achieves intended curriculum outcomes.</li> </ul>   |
| To improve attendance and engagement so that pupils benefit fully from rich learning opportunities.  | <ul style="list-style-type: none"> <li>• Pupils attend school regularly and participate fully in learning.</li> <li>• Pupils show enthusiasm and pride in school life.</li> <li>• Families are positively engaged, supporting attendance and learning.</li> </ul>  |
| To ensure all pupils benefit from an enriching, meaningful and deliberately designed curriculum that broadens knowledge, experiences and engagement. | <ul style="list-style-type: none"> <li>• Pupils experience trips, projects, visitors, and cultural opportunities.</li> <li>• Pupils demonstrate curiosity, enjoyment, and confidence in applying knowledge.</li> <li>• Learning spaces reflect and inspire engagement and creativity.</li> </ul>   |



To strengthen the partnership between the school, families and the community so that joint working leads to positive outcomes for pupils.

- Pupils benefit from strong family and community support.
- Pupils engage confidently in school events and collaborative activities.
- Feedback from pupils shows pride, enjoyment, and sense of belonging.



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## 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: £114,935**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embed quality first teaching by providing all staff with high-quality CPD throughout the year, linked to the school priorities including release time for senior leaders and subject leaders to monitor and evaluate provision. | <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 – <b>DfE</b>)</p> <p><b>NFER Research:</b> Leaders of more successful schools emphasise the importance of ‘quality teaching first’.</p>   | 3, 5                          |
| High quality provision for Early Years pupils supported by effective, evaluative and responsive leadership, team teaching and coaching inc a pursuit of play-based learning.  | <p>There is a ‘clear relationship between play and early learning outcomes. On average, the studies of play that measure impact found that play-based learning approaches improve learning outcomes by approximately four additional months’</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a></p> | 2, 5, 6                       |
| A comprehensively designed and resourced curriculum written to support the knowledge and needs of the school community with CPD associated to ensure understanding.   | <p>The design of a curriculum is not neutral, it can either reproduce inequity or promote fairness. (MDPI)</p> <p><a href="https://www.mdpi.com/2227-7102/14/1/3?">https://www.mdpi.com/2227-7102/14/1/3?</a></p>   | 2, 3, 7, 8                    |
| Support staff structure to enable in-class targeted intervention by teachers or teaching assistants including:  | <p>Targeted support, in small groups, is shown to be an effective method for pupils who are beginning to fall behind or are low attaining.</p>  | 1, 2, 5                       |



|  |  |                |
|--|--|----------------|
| <ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Pre-teach</li> <li>• In-class small group support</li> </ul>         | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>  |                |
| <p>Whole-school strategic CPD plan linked to SIP with targeted CPD and rationale to embed high-quality teaching and learning strategies.</p> | <p>A commitment to CPD by school leaders and staff deepens the knowledge base of staff and increases impact on pupils' wellbeing, learning and lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p> <p><a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a></p> | <p>2, 3</p>    |
| <p>Whole-school CPD on Responsive and Adaptive Teaching</p>  | <p>A commitment to CPD by school leaders and staff deepens the knowledge base of staff and increases impact on pupils' wellbeing, learning and lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p> <p><a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a></p> | <p>2, 3, 5</p> |
| <p>Implementation of new Magma Maths to further recall and fluency.</p>  | <p>Magma Maths can be seen to 'By reviewing student solutions, teachers can make decisions about how to facilitate</p> <ol style="list-style-type: none"> <li>1. class discussions with two coinciding goals: supporting students in developing a deep content understanding of the math at hand by</li> </ol>   | <p>3</p>       |



|  |   |      |
|--|---|------|
|  | <p>sequencing or comparing student solutions</p> <p>2. supporting more equitable outcomes by giving students access to the math and allowing for many ways to express their thoughts and build mathematical confidence.</p> <p><a href="https://cdn.prod.website-files.com/66dfec8b09ae4ae1014811bd/66dfec8b09ae4ae1014814e2_Facilitating%20Productive%20Mathematical%20Discourse.pdf">https://cdn.prod.website-files.com/66dfec8b09ae4ae1014811bd/66dfec8b09ae4ae1014814e2_Facilitating%20Productive%20Mathematical%20Discourse.pdf</a></p>  |      |
| Development of Writing Curriculum to embed principles and transcription and oracy                                      | <p>Department for Education (DfE) / Curriculum and Assessment Review advocates the intention for Oracy to be properly incorporated across the curriculum.</p> <p><a href="https://assets.publishing.service.gov.uk/media/690b96bbc22e4ed8b051854d/Curriculum_and_Assessment_Review_final_report_-_Building_a_world-class_curriculum_for_all.pdf">https://assets.publishing.service.gov.uk/media/690b96bbc22e4ed8b051854d/Curriculum_and_Assessment_Review_final_report_-_Building_a_world-class_curriculum_for_all.pdf</a></p> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1763135426">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1763135426</a></p> | 5, 6 |
| Focussed CPD on adaptations to curriculum to meet needs of disadvantaged pupils including CPD for lead teacher for R2i | <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."</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734354328">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734354328</a></p>   | 1, 2 |
| Investment in a digital teaching strategy via use of   | <p>Technology can both increase the effectiveness of educational instruction but also improve pupil performance and practice.</p>   | 2, 7 |



|   |  |      |
|---|--|------|
| iPads to enrich teaching and learning strategies.   | <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a>  |      |
| Provision of carefully-curated high-quality core texts to support the core content of the curriculum  | <p>NFER: Sharing a quality published text with a class – be it fiction or non-fiction – not only supports reading comprehension but can also help to provide pupils with inspiration and motivation for their own writing.</p> <p><a href="https://www.nfer.ac.uk/assessment-hub/the-power-of-a-good-book/">https://www.nfer.ac.uk/assessment-hub/the-power-of-a-good-book/</a></p>  | 5, 7 |
| Trauma informed CPD for targeted staff to increase available provision and support readiness to learn | <p>DfE Mental health and behaviour in schools: ...Key elements that can enable schools to reliably identify children at risk of mental health problems:</p> <p>Where this is the case, the mental health lead, pastoral system (including school nurses) or school policies should provide the structure through which staff can escalate the issue and take decisions about what to do next. This system should also provide the opportunity for pupils to seek support in a confidential way.</p> <p><a href="https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf</a></p> | 2    |



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

**Budgeted cost: £22,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics sessions targeted at pupils who require further support.                          | <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> | 5                             |
| Additional reading sessions targeted at pupils requiring additional support.                         | <p>Targeted support, in small groups, is shown to be an effective method for pupils who are beginning to fall behind or are low attaining.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>   | 5, 6                          |
| 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>  | 7, 8                          |



|  |   |  |
|--|---|--|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> |  |
|--|---|--|

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

**Budgeted cost: £74,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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>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><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p> | 1, 2, 4                       |
| Subsidisation of Breakfast Club provision to support earlier arrival and opportunity to regulate prior to classroom entry   | <p><b>IFS</b> A ‘traditional’ model of breakfast club – one that takes place in a school canteen, for instance – also changes the environment for children, bringing them together in a group before the school day starts. There is some evidence that this opportunity to socialise with peers and adults before school has its own benefits for attainment.</p> <p><a href="https://ifs.org.uk/articles/free-breakfast-clubs-schools-what-labours-plans-would-mean-pupils-and-families?utm_source=chatgpt.com">https://ifs.org.uk/articles/free-breakfast-clubs-schools-what-labours-plans-would-mean-pupils-and-families?utm_source=chatgpt.com</a></p>               | 2, 4                          |
| Attendance Team monitors, identifies and promotes attendance.   | 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.  | 2, 4                          |



|  |  |            |
|--|--|------------|
|  | <p><a href="https://www.gov.uk/government/publication/s/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publication/s/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> |            |
| Subsidised Curriculum visit supports pupils to engage with and beyond the curriculum and life experiences.               | <p>Accessing cultural opportunities leads to improved outcomes have been identified in English, mathematics and science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>  | 7          |
| Enrichment of the school curriculum through provision of specialist visitors and provision in subject areas of expertise | <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>   | 4, 7, 8    |
| Young Enterprise Week and Careers/Enterprise-based curriculum activity.  | <p>Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1763104141">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1763104141</a></p>  | 8          |
| Development of Community Provision to increase engagement and partnership  | <p>Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-</a></p>  | 1, 2, 4, 7 |



|  |  |  |
|--|--|--|
|  | <a href="#">parents/EEF Parental Engagement Guidance_Report.pdf?v=1763135989</a> |  |
|--|--|--|

**Total budgeted cost: £210,935**



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## 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.

In the 24/25 academic year, school was part of Challenge Partners.



#### QUALITY ASSURANCE REVIEW

#### REVIEW REPORT FOR ABBAY HILL PRIMARY AND NURSERY

#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

**Leadership at all levels**                      Effective

**Quality of provision and outcomes**   Effective

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

#### Attainment:

|                            | 2023-2024 (19 vs 11) |    |    |     | 2024-2025 (23 vs 6) |     |     |     |
|----------------------------|----------------------|----|----|-----|---------------------|-----|-----|-----|
|                            | R                    | W  | M  | RWM | R                   | W   | M   | RWM |
| All                        | 30                   | 43 | 43 | 20  | 55                  | 62  | 59  | 48  |
| Disadvantaged              | 21                   | 32 | 37 | 16  | 52                  | 52  | 61  | 43  |
| Non-Disadvantaged          | 45                   | 64 | 55 | 27  | 67                  | 100 | 100 | 67  |
| Gap                        | 24                   | 32 | 18 | 11  | 15                  | 48  | 39  | 24  |
| National                   | 74                   | 72 | 73 | 61  | 75                  | 72  | 74  | 62  |
| Disadv. Gap to National    | 53                   | 40 | 36 | 45  | 23                  | 20  | 13  | 19  |
| Disadvantaged girls        | 43                   | 57 | 29 | 29  | 40                  | 50  | 40  | 40  |
| Disadvantaged boys         | 8                    | 17 | 42 | 8   | 62                  | 54  | 77  | 46  |
| Disadv. Ever-Abbeyhillians | 19                   | 31 | 31 | 13  | 50                  | 63  | 56  | 50  |



Attainment of disadvantaged pupils improved on outcomes from the previous academic year in all subjects and significantly improved in those achieving the combined standard. The gap to national narrowed significantly. The achievement of disadvantaged 'homegrown' pupils is especially positive in writing, with the impact of strategies associated with our Pupil Premium allocation such as book publication and the work with the Patron of Reading impacting as well as development of the Writing Curriculum.

Attainment is considered:

- 'Close to average' in Reading 52% vs 63% nationally
- 'Close to average' in Writing 52% vs 59% nationally
- 'Close to average' in Maths 61% vs 61% nationally.

### Internal Attainment – Years 1-5

|                   | 2023-2024 |     |     |     | 2024-2025 |     |     |     |
|-------------------|-----------|-----|-----|-----|-----------|-----|-----|-----|
|                   | R         | W   | M   | RWM | R         | W   | M   | RWM |
| All               | 54        | 48  | 74  | 37  | 71        | 57  | 78  | 56  |
| Disadvantaged     | 52        | 38  | 67  | 31  | 66        | 49  | 72  | 48  |
| Non-Disadvantaged | 59        | 76  | 94  | 53  | 87        | 84  | 94  | 84  |
| Gap               | -7        | -38 | -27 | -22 | -21       | -55 | -22 | -36 |

Internal data shows that outcomes for disadvantaged pupils improved significantly as a result of the impact of quality first teaching with an increase of 17% of pupils achieving expectation in Reading, Writing and Maths combined.

53% of disadvantaged pupils achieved GLD in the Early Years which is 6% above the LA average for disadvantage

The data shows that strategies the school has taken to support pupils to make academic progress in all subjects have had an impact with statutory KS2 outcomes significantly improved as a result of provisions in 24/25.

### Attendance

Attendance for all is improving since school opened as an academy. For the academic year ending July 2025, attendance of all pupils improved including for those considered disadvantaged. An increase of 0.6% in the size of this gap is identifiable however internal data for Autumn 2025 reflects that this gap is presently 3.9% with the impact of this strategy demonstrating impact. Sustaining this would represent over 1% improvement and above national average improvement.



Pupils persistently absent from school have decreased significantly by over 10%, significantly more so than the national average.

|                                  | 2023-2024 | 2024-2025 | Trend |
|----------------------------------|-----------|-----------|-------|
| All                              | 91.7      | 92.4      | ↑     |
| Disadvantaged                    | 90.4      | 91.1      | ↑     |
| Non-Disadvantaged                | 95.3      | 96.7      | ↑     |
| Gap                              | 4.9       | 5.5       | ↓     |
| Disadvantaged PA                 | 31        | 21.1      | ↓     |
| Disadvantaged PA (still on roll) | 31.9      | 20.6      | ↓     |
| Non- Disadvantaged PA            | 13.3      | 2.7       | ↓     |
| Disadvantaged SPA                | 1.4       | 2.1%      | ↑     |
| Non- Disadvantaged SPA           | 0         | 0%        | =     |

Leaders are confident that the swift decisions made in the leadership and strategies associated with attendance in 2024 have shown rapid improvement. Whilst there is work to do to sustain this, leaders are confident that this impact will be sustained.

### Pupil and Family Voice

Pupil voice was very positive with our Y6 exit survey reflecting that **every** child enjoyed their time at Abbey Hill, **every** child felt safe and **every** child would recommend Abbey Hill. Quotes include:



















- ‘This is a good school and they have good teachers’
- ‘I would recommend it because of the creative way we learn with iPads.’
- ‘We work but have fun at the same time.’

Pupil voice is taken including through the School Parliament. Pupil voice has helped shaped a number of aspects of school life including creating our Reading Garden. Parent voice gave a positive view of school.

### Enrichment and Provision

Funds continued to be used to subsidise the cost of trips. Parent voice was taken in the Spring Term and responded to, diversifying the enrichment offer across school. Year 6 accessed a 1-night residential at ‘The Base’ at Kings Mill Reservoir which was subsidised. The system ‘Class Dojo’ was introduced to improve communication. An enrichment plan for 25/26 was developed:



|          | Autumn   | Spring  | Summer  |
|----------|--|---|---|
| <b>R</b> |  |   |  Local Walk  |
| <b>1</b> |  |  Local Walk                  |  Mansfield Museum<br>(Meet Florence Nightingale)<br> Local Church |
| <b>2</b> |  Yorkshire Wildlife Park  |   |  Transport Experience  |
| <b>3</b> |  Partake - Egyptian Day   |  Food Experience             |  Creswell Craggs   |
| <b>4</b> |  Partake - Roman Day<br> Southwell Minster |   |  The Mosque  |
| <b>5</b> |  Partake - Mayan Day  |  Cinema or Theatre           |  Greek Restaurant and Nottingham Contemporary  |
| <b>6</b> |  Holocaust Centre   |  Residential - YHA Ilam Hall |  National Justice Museum   |



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## Externally provided programmes

| Programme    | Provider  |
|--------------|---|
| TT Rockstars | <a href="https://trockstars.com/">https://trockstars.com/</a> |
| Power Maths  | <a href="#">Pearson Power Maths</a>                           |



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