

Pupil premium strategy statement – Abbeyfield 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	1263
Proportion (%) of pupil premium eligible pupils	31.2%
Academic year/years that our current pupil premium strategy plan covers	Three-year plan 2026-2029
Date this statement was published	18 th September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Mr R Shaw
Pupil premium lead	Mr J Grantham
Governor / Trustee lead	Mr C Squires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,257.30
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an school in a trust that pools this funding, state the amount available to your school this academic year</i>	£354,257.30

Part A: Pupil premium strategy plan

Statement of intent

Abbeyfield School is committed to ensuring every pupil, regardless of background, has access to a high-quality education that enables them to thrive. We are committed to securing an excellent foundation for pupils to access a full-time educational provision and a secure, quality first provision for pupils learning, progress and the conversion to excellent outcomes.

Our strategy will include provision for outreach and engagement, ensuring that we are aware of the individual accessibility needs of all disadvantaged pupils, and those who require additional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

Internally, this work will be called: Ambition+.

With a significant proportion of disadvantaged pupils, we have identified five key priorities informed by Education Endowment Foundation (EEF) evidence to drive improvement and raise attainment. Our strategy is rooted in research. We believe that high-quality teaching and learning with a relentless focus on the progress of disadvantaged pupils secures the most effective goals and outcomes, leading to improved futures and life chances.

Key Priorities

1. Accessibility to the Curriculum

1. Improve attendance and reduce persistent absence through early intervention and personalised support.
2. Embed positive behaviour and 'fresh start' strategies to foster engagement and readiness to learn, ensuring pupils are supported from before-school to beyond the school day.
(EEF: Attendance and Behaviour interventions improve access to learning and attainment.)

2. Raising Aspiration through Careers and Curriculum

1. Deliver high-quality careers advice and guidance.
2. Provide a tailored curriculum enriched with cultural capital opportunities to broaden horizons.
(EEF: Metacognition and enrichment activities support aspiration and motivation.)

3. Improving Reading, Oracy, and Literacy

1. Implement evidence-based approaches to reading comprehension, phonics, and oral language development.
2. Develop staffing to facilitate greater foundational literacy, reading and oracy skills.
3. Train staff to integrate oracy strategies across subjects.
(EEF: Literacy and oral language interventions have high impact on progress.)

4. High-Quality Teaching and Targeted Interventions

1. Prioritise quality first teaching as the most effective lever for improvement.
2. Use diagnostic assessment to deliver targeted, time-limited interventions for pupils who need additional support.
(EEF: Small-group and one-to-one interventions are most effective when linked to classroom teaching.)

5. Community Engagement and Family Upskilling

1. Strengthen parental engagement through workshops and events.
2. Position the school to build trust and empower families.
(EEF: Parental engagement strategies improve outcomes when focused on learning support.)

Challenges

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

Challenge number	Detail of challenge
1	Accessibility to the Curriculum The attendance of disadvantaged pupils is below the attendance of non-disadvantaged pupils. Disadvantaged pupils are over-represented in the school's behaviour data. The number of disadvantaged pupils arriving late to school is higher than non-disadvantaged pupils.
2	Raising Aspiration through Careers and Curriculum Our assessments, observations and discussions with pupils indicate a need for greater challenge around aspirations and ambition for the future, directly linked

	to application during assessments and external examinations. Our externally validated outcomes indicate that disadvantaged pupils perform less well than non-disadvantaged, and in the most recent series a widening gap was identified in the following key areas: English and Maths G4+ and overall progress measures.
3	Improving Reading, Oracy, and Literacy Our internal assessments and reading testing indicate that disadvantaged pupils' reading ages are significantly below non-disadvantaged pupils. This impacts their ability to access the curriculum and lead a successful life beyond school. Improving literacy, reading and oracy abilities of disadvantaged pupils will significantly improve the impact of the quality of teaching at school, and reduce the number of referrals by teaching and support staff for additional support, enhancing overall progress.
4	High-Quality Teaching and Targeted Interventions Internal surveys indicate that pupils feel more engaged with school and education when they receive high-quality teaching from teachers who teach positively, and support with accessibility to learning via differentiation, reasonable adjustments and targeted interventions. Where learning and progress concerns are identified, additional specific provision supports a 'boost' for disadvantaged pupils, to equip them with the foundational knowledge required to access quality first teaching.
5	Community Engagement and Family Upskilling The EEF research indicates that parental engagement improves progress when engagement links to learning. A significant number of our disadvantaged families live a greater distance from school and improving their perception of education and the school is significant to a pupil's educational journey being underpinned by unwavering support for education by parents and carers. Where parents and carers lack the skills to support their child's learning and progress, the school has a role to play in engaging parents/carers and offering extraordinary opportunities to provide toolkits and information for families to support their children with their learning and progress from home.

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
Accessibility to the Curriculum	- The attendance of disadvantaged pupils shows 2% improvement for each academic year underpinned by robust challenge in the event of absence and an intrinsic desire by disadvantaged pupils to attend regularly. - Internal behaviour data indicates a 25% reduction in the suspensions and removals to reflection for disadvantaged pupils, supporting greater exposure to quality first

	teaching within the classroom and access to high-quality curricula. • The number of disadvantaged pupils arriving late to school reduces by 50% for U coded pupils (after registers have closed) and by 25% for L coded pupils (before registers have closed).
Raising Aspiration through Careers and Curriculum	• 100% of disadvantaged pupils receive careers-based interventions during the academic year, allowing them to be able to identify their next steps. • 100% of disadvantaged pupils can articulate via survey the value of education linked to their future aspirations. • The number of disadvantaged pupils who have access to cultural capital activities and extra and co-curricular opportunities is greater, by percentage, compared to non-disadvantaged pupils. • Externally validated outcomes indicate a 'narrowing' gap between whole-school and disadvantaged pupils for all reportable areas.
Improving Reading, Oracy, and Literacy	• 100% of disadvantaged pupils who have identified oracy, literacy or reading concerns are supported via external programmes and additional specific provision to improve their skills. • 100% of disadvantaged pupils with a reading age lower than their physical age show improvements in their reading age during the year. • The impact of improved literacy is evident within quality assurance activities, including book-looks and benchmarking reviews.
High-Quality Teaching and Targeted Interventions	• 100% of disadvantaged pupils receive 'priority check-in' where feedback is prioritised and lesson check-ins take place to check for understanding and identify any misconceptions. • 100% of learning walks indicate that teaching staff know the pupils who are disadvantaged within their classes, and reasonable adjustments are evident to inform progress. • The use of assessments indicate progress over time, tracked formatively, with summative

	assessments indicating excellent engagement. Internal data is used to provide analysis of diagnostic assessment to deliver targeted, time-limited interventions for pupils who need additional support.
Community Engagement and Family Upskilling	- The percentage of parents who attend school events is equal for both disadvantaged and non-disadvantaged pupils. - Internal surveys reflect that over 90% of disadvantaged pupils feel supported with their progress and learning at home. - Parent voice indicates an overwhelming support for the school's support within the community. - Outreach support and activities are planned, and internal surveys indicate a 100% engagement rate.

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: £102,985.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of diagnostic assessments which standardise data reporting and allow for tracking and monitoring of the progress of disadvantaged pupils.</i>	<i>EEF Guidance indicates that high-quality assessment is essential for identifying gaps and tailoring teaching.</i> <i>Research shows that formative assessment improves pupil progress when used to inform instruction. Diagnostic assessments provide actionable insights for specific feedback, which is one of the highest-impact strategies (EEF ranks feedback as highly effective).</i>	1, 2, 3, 4
<i>Students are issued with Chromebooks and</i>	<i>Research shows that lower-income and minority households are significantly</i>	2, 4

<i>Dongles to support accessibility to homework as a complementary element of the curriculum.</i>	<i>less likely to have broadband access, directly contributing to educational inequities.</i> <i>Mobile device programs elevate digital equity in education—students who might otherwise rely solely on smartphones gain consistent access to fully featured devices.</i> <i>Pupils who complete their homework have a greater understanding of curriculum concepts and content and are more engaged in their learning.</i>	
<i>Enhanced teacher training linked to specific areas of regulation, including metacognitive skills and the use of independent learning.</i>	<i>The Sutton Trust report on developing teachers through professional development highlights that high-quality CPD, including peer observation and feedback focused on metacognitive techniques, is key to boosting teaching effectiveness and improving outcomes for disadvantaged students.</i> <i>The EEF Metacognition & Self-Regulated Learning Guidance rates strategies to support regulation as “high impact for very low cost”, with strong evidence that promoting metacognitive skills improves disadvantaged pupils’ attainment</i> <i>The High-Leverage Practices framework indicates that training teachers to explicitly teach cognitive and metacognitive strategies (e.g., goal-setting, self-monitoring, and self-talk) enables students—especially those with additional needs—to become effective independent learners</i>	3, 4
<i>Teacher release time is used to embed key elements of the plan, including the use of instructional coaching and development for teaching underpinned by inclusion and support for disadvantaged pupils.</i>	<i>The EEF report into Effective Professional Development (2021) emphasises that coaching and mentoring are key mechanisms in effective teacher development, especially where instructional coaching is provided via dedicated release time for teachers.</i> <i>The EEF Pupil Premium Menu of Approaches (Evidence Brief) reinforces that mentoring and coaching, when based on evidence of effective practice and given sustained release time, can improve teaching quality and support inclusive instruction targeting disadvantaged pupils</i> <i>The EEF High-Leverage Practices & Coaching Report highlights instructional coaching—often delivered in-school through expert teachers—as an</i>	2, 3, 4

	<i>effective strategy for translating evidence-based pedagogies into classroom practice, especially for pupils with additional needs.</i> <i>The Sutton Trust indicates that high-quality CPD, which includes peer coaching and targeted feedback, is integral to improving outcomes for less advantaged pupils.</i>	
<i>Improving literacy within all subjects in line with the EEF recommendations and local context.</i>	<i>The EEF identifies disciplinary literacy—teaching literacy skills specific to each subject—as central to school improvement. It recommends seven actionable strategies:</i> <i>1. Prioritise Disciplinary Literacy</i> <i>2. Provide Targeted Vocabulary Instruction</i> <i>3. Develop Reading of Complex Texts</i> <i>4. Break Down Complex Writing Tasks</i> <i>5. Combine Writing and Reading Instruction</i> <i>6. Provide Structured Talk Opportunities</i> <i>7. Implement High-Quality Interventions for Struggling Readers</i> <i>All of which are embedded within our provision.</i>	2, 3, 4

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

Budgeted cost: £100,000.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing one-to-one and small group tuition for pupils in need of academic or pastoral support, delivered alongside normal lessons.</i> <i>Tutoring will be implemented with assistance from the DfEs guidance on tutoring.</i>	The EEF indicate that One-to-One Tuition is rated as moderate cost, moderate evidence, with an average impact of +5 months' progress for pupils receiving one-to-one tuition. We follow the best practice recommendations: ○ Sessions should be short (30 mins), regular (3–5x per week) over ~10 weeks.	2, 3, 4

	○ Tuition must be additional to and explicitly linked with classroom teaching. ○ Delivered by qualified teachers or trained assistants, with progress monitored. Reference is also given to the Sutton Trust – Equity and Access in Tutoring report which highlights via the ‘Tutoring: The New Landscape (March 2023) that of their study, tutoring helped ‘level the playing field’ for disadvantaged students.	
<i>Delivery of the school’s after-school electives provision for disadvantaged pupils, including homework support and catch-up and tailored interventions.</i>	After school provision supports extended learning time. The EEF Toolkit rates Homework (Secondary) as +5 months impact when well-structured and supported, especially for disadvantaged pupils who may lack resources at home. We recognise that after-school homework support is most effective when: ○ Staff provide structured guidance, not just supervision. ○ Links to classroom learning are clear. ○ Pupils receive feedback and help with misconceptions. The EEF indicate that extended school time can add +3 months progress, particularly when used for targeted academic interventions and enrichment activities. However, the EEF stresses that quality matters more than quantity—sessions should be purposeful and linked to curriculum goals. The Sutton Trust reports that disadvantaged pupils are less likely to access private tutoring or structured homework support outside school and, therefore, in-school after-school programs level the playing field, offering academic and pastoral support that wealthier families often purchase privately. Their research on the National Tutoring Programme highlights that school-led tutoring and homework support significantly improve outcomes	2, 4

	for disadvantaged pupils when integrated into school systems.	
<i>Provision for a morning 'great starts!' programme linked to being 'learning ready' to support pupils to have an excellent foundation to the school day.</i>	The EEF completed a review on the 'Magic Breakfast' including an evaluation in 2016 with the following findings which are referenced: • Providing a free, nutritious breakfast improved pupil attainment in Key Stage 1 and 2, particularly in reading, writing, and maths. • Gains were most significant for disadvantaged pupils, as breakfast clubs reduced hunger and improved concentration. • EEF notes that breakfast provision is low cost and high impact when combined with structured routines and positive social interaction. The Sutton Trust highlights that extended school provision, including breakfast clubs, can support social mobility by: • Removing barriers linked to poverty (e.g., food insecurity). • Providing a safe, structured start to the day. • Increasing engagement and reducing lateness, which correlates with improved academic outcomes.	1, 2, 3, 4, 5

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

Budgeted cost: £151.272.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution towards the role of the AHOYS, an important role delivering high quality engagement and intervention programmes to pupils.</i>	The EEF highlights that leadership roles specifically focused on inclusion and disadvantaged pupils—such as pastoral or Pupil Premium leaders—are critical for effective strategy implementation and targeted support.	1, 2, 4

<i>Appointment of Pupil Premium Coaches in school.</i>	The EEF further indicates that strong leadership ensures coordinated, school-wide strategies for underperforming students by: • Creating systems for identifying and responding to individual pupils' needs, integrating pastoral and academic interventions. • Providing effective pastoral leadership supporting professional development and monitoring aligned with disadvantaged pupils' progress. The Sutton Trust briefing emphasises that barriers such as poor attendance, hunger, and behavioural issues require targeted, systemic leadership to address inequality; notably: • Closing the gap requires structured in-school leadership to coordinate wraparound and engagement support. • Pastoral leaders play a central role in mobilising resources, monitoring impact, and ensuring equity of access to support programmes. • Leadership is essential in rolling out engagement initiatives—linking attendance, wellbeing, and academic support for disadvantaged pupils.	
<i>Contribution towards the roles associated with internal interventions and provision.</i>	The EEF Toolkit shows that interventions targeting social and emotional learning (+4 months) and behaviour interventions (+3 months) can significantly improve outcomes when delivered in structured environments like an internal provision. It further indicates that internal provision can provide a safe, supportive setting for pupils at risk of exclusion, allowing tailored academic and pastoral interventions while maintaining school links. We note the EEF recommendations that any form of internal provision should: • Be integrated with mainstream curriculum.	1, 2, 3, 4

	• Include qualified staff and evidence-based approaches. • Focus on reintegration and progress tracking. We further note the importance of the Sutton Trust social mobility research, indicating that: ○ Internal provision should not be a “holding space” but a structured intervention hub. ○ Strong leadership and clear accountability are essential. ○ Wraparound support (mental health, engagement programmes) improves outcomes for vulnerable pupils. All of which are embedded within our provision.	
<i>Contribution towards counselling for disadvantaged pupils, providing accessibility support for school.</i>	The EEF notes that counselling can complement behaviour strategies, reduce exclusions and improve attendance—both critical for disadvantaged pupils. Research via the Sutton Trust indicates that disadvantaged pupils face higher rates of stress and mental health challenges, which directly affect attainment. It notes that access to school-based counselling reduces barriers to learning and supports equity and they advocate for wraparound support, including counselling, as part of a holistic approach to closing the attainment gap.	1, 2, 4
<i>Contribution towards attendance rewards specifically for disadvantaged pupils.</i> <i>Contribution towards the role of the Attendance and Safeguarding team, ensuring full capacity to provide round-the-clock support for disadvantaged pupils engagement.</i>	The EEF’s Rapid Evidence Assessment on Attendance Interventions (2022) indicates that interventions to improve attendance impact progress and outcomes, including mentoring, parental engagement, monitoring and structured behaviour management. The Attendance Toolkit indicates that the following strategies yield high impact when operated for all pupils, including disadvantaged pupils:	1, 2

<i>Funding of one additional member of staff for the safeguarding team, attendance team and behaviour team to support disadvantaged pupils.</i>	• Data-driven approaches to diagnose attendance patterns. • Early identification of emerging absence trends. • Family engagement to address barriers and co-develop solutions. • Building a sense of belonging and inclusion as attendance motivators, especially during key transitions. In its "Closing the Attainment Gap" report, the Sutton Trust identifies poor attendance as a significant contributor to widening achievement gaps. It further highlights that pupils from disadvantaged backgrounds are disproportionately affected by absence, with consequences for long-term academic progress and social mobility.	
<i>Funding of parental outreach programmes, community engagement for disadvantaged pupils and up-skilling of parents/carers living within disadvantage.</i>	The EEF Parental engagement strategies indicate improved outcomes when focused on learning support. We recognise the importance of empowering and equipping parents with the skills to support their children academically, to support the overall perception and attitudes towards the school and the education system.	5

Total budgeted cost: £354.257.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See separate document

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

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.