



The Abbey School Pupil Premium Statement

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	1084
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dr Speller - Principal
Pupil premium lead	Jackie Lucas, Vice Principal Alyce Le Brunn-Healey, Assistant Principal
Governor / Trustee lead	Edd Withers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£405,275
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 academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£405,275

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intention is for all pupils, regardless of their background or the challenges they face, to make strong progress and achieve their full potential. We are committed to meeting their pastoral, social, and academic needs within a nurturing and supportive environment, with a focus on improving outcomes for socio-economically disadvantaged pupils.

Our ultimate objective is to ensure that disadvantaged pupils receive the tailored support they need to thrive. Through a comprehensive approach that includes high-quality teaching, targeted academic support, and strategies to address non-academic barriers, we aim to provide every disadvantaged pupil with the opportunity to reach their full potential.

How does your current pupil premium strategy plan work towards achieving those objectives?

There has been significant progress made at The Abbey School for our Pupil Premium learners. We have seen some improvement in attendance, likely due to the appointment of new members to the attendance team. The team has been actively incentivising attendance and carefully following a robust attendance strategy. Nevertheless, we recognise that there is still room for further growth in this area.

Furthermore, we have seen increased progress in Maths, despite the attainment levels of pupils when they join us remaining consistently low. The high expectations in this area, coupled with the cohesive delivery of lessons, have empowered students to become more independent and motivated in their learning, and as a result, their performance has improved.

In the same way, the implementation and development of STEER, increased staffing in our pastoral teams, and improvements to the quality of our Personal Development programme have contributed to better supporting the emotional well-being of our pupil premium students. This approach is continually reviewed and evaluated to ensure its effectiveness.

What are the key principles of your strategy plan?

At the heart of our approach, we work hard to ensure that an effective teacher is in front of every class, with every teacher supported to continually improve. We recognise that this is especially important for socio-economically disadvantaged pupils, as high-quality teaching has the greatest impact on their progress. Investing in exceptional

teaching for these pupils is, and will continue to be, a top priority for our Pupil Premium spending.

To support this, our strategies include providing professional development, targeted training and support for early career teachers, and investing in recruitment and retention efforts. These initiatives aim to ensure that our teaching staff have the skills, knowledge, and stability needed to deliver the best possible education for all pupils, particularly those from disadvantaged backgrounds.

Furthermore, we know from extensive evidence that targeted academic support can make a real difference in helping pupils, especially those who are struggling, to progress. Our Pupil Premium strategy focuses on how both classroom teachers and teaching assistants can work together to provide this support in the most effective way. This includes small-group interventions and after school targeted interventions that are carefully linked to what's being taught in the classroom, ensuring that disadvantaged pupils receive the personalised help they need to catch up and make lasting progress.

We understand that many of our pupils face non-academic challenges that can impact their academic success. At The Abbey School, we are committed to addressing these barriers with care as part of our Pupil Premium strategy. While such challenges are common nationwide, we tailor our approach to meet the unique needs of our school community, ensuring every pupil receives the support needed to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been on average 7-8% lower than for non-disadvantaged pupils. Persistent absence affects 48% of PP pupils.
2	Our data, including reading assessment results, observations, and both formative and summative assessments, reveals lower literacy, reading, and vocabulary skills in comparison to non-disadvantaged learners. Low literacy limits the progress and confidence of our disadvantaged students.
3	Our observations indicate that many lower-attaining disadvantaged pupils struggle with metacognitive and self-regulation strategies when tackling challenging tasks, particularly in monitoring and evaluating their answers, as well as in retention and retrieval of information. This trend is evident across the curriculum, particularly in science and English.
4	Our assessments, including wellbeing surveys, along with observations and discussions with pupils and families, have highlighted social and emotional challenges for many pupils, such as anxiety and low self-esteem. These issues,

	which also impact aspirations, self-confidence, and overall welfare, are particularly prevalent among disadvantaged pupils and affect their academic attainment. Teacher referrals for support remain high, with a starting point in 2024-25 of 530 pupils (386 of whom are disadvantaged) currently requiring additional support for their social and emotional needs. Of these, 235 pupils (141 of whom are disadvantaged) are currently receiving small group interventions.
5	Our destinations data and careers programme findings indicate that post 16 aspirations are lower than desired, especially amongst disadvantaged learners.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>A steady and sustained decrease in overall absence rates and persistent absence figures, with the gap between disadvantaged and non-disadvantaged students narrowing. Sustained high attendance by 2026/27 will be demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being in line with national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. • The percentage of all pupils who are persistently absent being reduced in three years with the figure for disadvantaged pupils being in line with national.
To show progress in reading comprehension, literacy, and vocabulary among disadvantaged pupils, particularly across KS3.	<p>Summative outcomes in reading and comprehension-based subjects (English, Science, MFL, History, Geography, R.E...) show an improvement in end of year data, with a reduced gap between their scores and those of their non-disadvantaged peers.</p> <p>This progress should be further evident through increased engagement in lessons, book scrutiny, and other assessments.</p>
To improve metacognitive and self-regulatory skills, including retention and retrieval of information, among disadvantaged pupils across all subjects.	<p>Class observations indicate that disadvantaged pupils are becoming more proficient at monitoring and regulating their own learning, with improvements in retention and retrieval of information, as reflected in the outcomes of summative assessments.</p>

	This progress is further supported by their use of whiteboards and knowledge organisers as tools to aid development, along with strategies to reinforce key concepts.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2026/27, as demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, surveys of students and parents, teacher observations, and positive outcomes shown in the STEER* programme. <p><i>*STEER is a tracking programme that uses a termly assessment to give the school early-warning data on student wellbeing, helping staff intervene earlier.</i></p> <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, especially among disadvantaged pupils.
To achieve tangible improvement in our destinations data, with a growing percentage of students progressing to higher education and high-level apprenticeships.	<p>Sustained improvement in destinations data by 2026/27 will be demonstrated by working towards:</p> <ul style="list-style-type: none"> • Target of 100% in education, employment or training post 16 • 60% post 18 attending higher education with numbers from disadvantaged groups being in line with those not in disadvantaged groups supported through Year 13 applications and tracked following results day and in November and March 'leavers check in' calls.

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: £160,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed The Directory pedagogy and First 20% lens in all lessons.	<p>Taking a whole-school approach to Pupil Premium means prioritising disadvantaged students in all areas. This may involve placing a focus on disadvantaged students in areas such as:</p> <ul style="list-style-type: none"> • Books and equipment: Check PP students have these ready first. 	1,2,3,4,5

	<ul style="list-style-type: none"> • Date and heading: Ensure PP students have this done first. • Class questioning: Ask PP students first. • Understanding: Check PP students' understanding first. • Presentations: Ensure PP students present first. • Homework: Confirm PP students have recorded and submitted it first. • Book marking: Mark PP students' books first. • Rewards: Reward PP students first. • Volunteers: Choose PP students first. 1,2,3,4,5 6 • Parent contact: Reach out to PP students' parents first. • Form tutor support: See PP students first. • Mentoring: Arrange for PP students first. • Trips: Ensure PP students have places first. <p>Evidence Link: The tiered approach to Pupil Premium spending Education Endowment Foundation The Great Teaching Toolkit with Evidence-Informed Practices - Evidence Based Education Using pupil premium: guidance for school leaders</p>	
Low Stakes Testing	<p>Low stakes testing, including cold calling, turn and talk, mini white boards and use of visualisers, prompts students to retrieve information and allows teachers to track whether key aspects of knowledge has been retained</p> <p>Evidence link: Teacher Feedback to Improve Pupil Learning EEF</p>	2, 3
The Abbey Lesson	<p>Consistent approach to pedagogy that follows the principles related to direct instruction with the teacher leading from the front and utilising their subject specific expertise. This allows the opportunity for the teacher to implement a range of AFL strategies that support this approach.</p> <p>Evidence link: A case for direct instruction - E-ACT</p>	2, 3
Effective assessment training	<p>Training to ensure well-constructed assessments are in place to maximise information provided on completion to ensure effective use in linking progress to goals</p> <p>Evidence link: Assessment and feedback EEF</p>	2, 3
Regular planning and development – systems for cohesion	<p>Heads of subject work closely with their teams to ensure that their departments are driving towards common objectives.</p> <p>Evidence link: A guide to effective practice in curriculum planning National curriculum - GOV.UK</p>	2, 3

Training in the embedding and best use of KO	School wide focus on most successful strategies for active use of Knowledge Organiser. Department leads sharing techniques they use for retrieval practice of all condensed facts and concepts they have identified. Evidence link: Metacognition and Self-regulated Learning EEF	2, 3
Departmental software packages Sparks Maths/Science/English	Software programme purchased to support home learning. This programme shows the gaps in student attainment and provides support to improve outcomes. Additional licences to support teaching and learning and to engage parents in supporting students with their work outside of the classroom. Evidence link: Mathematics EEF EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	2, 3
Appointment of LRC coordinator	New co-ordinator appointed to run library to support whole school reading, reading interventions and AR programme and in time developing use of analytics and narrative. Evidence link: Improving Literacy in Secondary Schools EEF	2
Purchase of attendance tracking and analytical software 'Attend'	to more effectively manage student absenteeism, with a clear focus and set of objectives specifically targeting disadvantaged students. This is essential to close the PP attendance gap which links directly to outcomes Evidence link: Supporting attendance EEF	1
CPD to support cohesive delivery or reading improvement	Training on the reading ruler. Implementation of new reading strategy Evidence link: Reading at the transition EEF Improving Literacy in Secondary Schools EEF Reading comprehension strategies EEF	2
Purchase and utilisation of UniFrog	Broaden ambition amongst PP students Evidence link: Aspiration interventions EEF	5
Instructional coaching and mentoring for teachers and ECTs.	Supporting high quality teaching is pivotal in improving children's outcomes promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes Evidence link: Effective Professional Development EEF	3
Period 6 – Raising Standards Programme	Supporting more curriculum time and teacher led revision, learning and testing to ensure PP students	1,3

	<p>have the same access to the equivalent of tutoring sessions as their non PP peers.</p> <p>Evidence link: Extending school time EEF Longer school day has 'small yet positive' attainment boost</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £119,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentors (coaching) Year 10 only Completed 2024-2025</p> <p>Year 11 SLT coaching programme for Target 60 with PP first on the list. Completed 2024-2025</p>	<p>Mentoring programme to support PP students with academic studies and self-motivation.</p> <p>Evidence link: Mentoring EEF</p>	1,2,4
Intervention	<p>Early intervention in English and Maths in years 7-9 with department focused in class support</p> <p>Focused P8 support for upper school students addressing individual subject needs as part of 'Raising Standards' (RSL60) for the disadvantaged.</p> <p>Evidence link: Small group tuition EEF One to one tuition EEF</p>	2, 3
<p>Additional speech and language support Complete in school 2024-25</p> <p>Purchase of EP diagnosis and support time for 2025-26</p>	<p>Speech and language intervention can have a positive impact on students' confidence, their vocabulary and their understanding. These are particularly helpful when delivered one-to-one and over a short period,</p> <p>Evidence link: Oral language interventions EEF One to one tuition EEF Cognitive science approaches in the classroom EEF</p>	2, 3, 4
Homework club – supported learning	Homework support can have a marked impact on students' wellbeing, self regulation and structure as well as an improvement in their academic attainment.	1, 2, 3, 4

	<p>Evidence link: Homework EEF</p>	
Paired reading and reading buddies (From T2 2025-26)	<p>Volunteer sixth form provide individual reading practice regularly each day</p> <p>Evidence link: Literacy and numeracy catch-up strategies</p>	2
TA support	<p>Additional support in groups of the core with high numbers of vulnerable students</p> <p>Evidence link: Teaching Assistant Interventions EEF Deployment of Teaching Assistants EEF</p>	1, 2, 3, 4
Reading for Pleasure & Disciplinary Reading	<p>Elevating importance of reading through dedicated weekly tutor sessions, with CPD and resources given to ensure text tracking, modelling, supporting understanding and recall in Years 7 – 10. Additional Reading lesson in Year 7 where tutor groups and English sets match. Year 9 tutors from English department to support core text reading with understanding in morning tutor sessions</p> <p>Disciplinary reading focus across school to improve literacy across the curriculum</p> <p>Evidence link: Improving Literacy in Secondary Schools EEF Supporting fluent reading in the secondary classroom EEF</p>	2
Tutoring (CIC)	<p>Tutors engaged to support specific LA children in care to reduce learning gaps and stretch to and beyond targets</p> <p>Evidence link: Individualised instruction EEF</p>	4
ReadingWise	<p>Tailored, evidence-based programmes that targets pupils' specific reading and comprehension needs to close the gap as pupils move to, and through, secondary</p> <p>Evidence link: ReadingWise - DfE-funded RCT: SSIF Reading Attainment Study ReadingWise</p>	2

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

Budgeted cost: £124,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring, intervention and visits.</p> <p>Incentives for good and improving attendance.</p> <p>Regular supportive communication with meaningful information for parents</p>	<p>Home visits, mini bus pick up, absence and improvement calls, and contact to push forward engagement with hard-to-reach families on a regular basis to reduce barriers.</p> <p>Breakfast club offered every morning.</p> <p>Attend letters with lessons missed, goal seeking targets and patterns of days missed.</p> <p>Evidence link: Working together to improve school attendance (applies from 19 August 2024) Breakfast clubs work their magic in disadvantaged English schools Institute for Fiscal Studies Children's Food & Education Charity Magic Breakfast</p>	1
<p>Increase extra-curricular opportunities with specific drive to encourage participation of vulnerable students</p>	<p>Extra-curricular activities offer a break from study and homework, provide the chance to make friends, pursue an interest or simply relax and de-stress. They can also improve time management and boost self-confidence whilst broadening students' perspectives on the world. Evidence link: Life skills and enrichment EEF</p>	4
<p>Pastoral and PEC team training in specific wellbeing strategies</p>	<p>Targeted training in areas identified as most needed: Drawing and talking, Boxall profiling, Zones of Regulation, ELSA and EBSA strategies.</p> <p>Evidence link: Social and emotional learning EEF</p>	4
<p>Year 6 Transition</p>	<p>Additional transition days, visits and activities with vulnerable students – both as identified by national parameters and as identified by feeder school.</p> <p>Full transition week in term time to level the playing field by ensuring it is accessible to all</p> <p>Evidence link:</p>	4

	Supporting school transitions Resources YoungMinds	
Unifrog	Unifrog is a destinations platform for whole-school careers guidance, KS3 KS5. Students should regularly use Unifrog to provide them with advice and support with university opportunities, apprenticeships and careers. Evidence link: For Publish - Pathway to success.docx Aspiration interventions EEF	5
Develop Student Champions (PP / attendance / EAL / SEN) School badge system launching 2025-26	Motivational recognition to promote engagement and pride in those making most progress from starting point Evidence link: The EEF Guide to the Pupil Premium EEF	4
School Intervention Therapist 2024-26	Professionally qualified therapist offering group and individual advice and support to students using a referral system to ensure the most appropriate intervention is given. Evidence link: New research shows multiple benefits of school counselling	4
Pastoral staffing Ongoing – investment covered by ‘Pastoral team training in specific wellbeing strategies’ above	Staff trained to support students in personal organisation, self-discipline and resilience to reduce stress and increase focus on learning Evidence link: Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	4
Alternative curriculum provision - PEC Superbloom project completed 2025 Moving to include Kings Trust awards 2025-2026	Students withdrawn from some lessons to work in a more focused way without whole class distractions. Curriculum input from mainstream teachers and enrichment Forest School, therapy dog, Cooking for Life, AQA awards. Additional learning support assistants to manage social, emotional challenges as well as supporting filling knowledge gaps. Evidence link: AQA Unit Award Scheme Our Units King's Trust qualifications About us The King's Trust Superbloom Schools Historic Royal Palaces	1, 2, 3, 4, 5
Alchemy – alternative curriculum provision off site	Therapeutic provision providing academic and personal development support for students needing	4

	personalised work before returning to mainstream or specialist provision Evidence link: Individualised instruction EEF	
Emergency uniform, hygiene and equipment fund	Dignified provision (as needed) of basic items essential to make sure student can attend school, looking and feeling equal, in line with their peers. Evidence link: School uniform EEF	4
Enhanced pastoral support dealing with emerging long-term impact and struggles – including priority areas of anxiety, self-harm and low mood	Additional resources in creating, delivering and reviewing reintegration plans, referrals to agencies and family support to assist in confident return to school of most anxious and vulnerable Evidence link: Promoting children and young people's mental health and wellbeing - GOV.UK Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	1, 4
STEER Working towards Nurture School status	Ongoing training for staff to recognise, teach and support progress of students (particularly PP) where trauma and attachment issues impede engagement, focus and progress. Evidence link: Social and emotional learning EEF https://steer.global Helping every child become able to learn - The nurture approach	4
Parents evening support – academic consultations SchoolCloud	Online booking system that enables early release of teacher appointment slots to PP and vulnerable students first. Tracking of sign up ensure PP get the calls home first to ensure engagement with parents evening events. Evidence link: Working with Parents to Support Children's Learning EEF	2

Total budgeted cost: £405,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year 2023/24, drawing on national assessment data and our own internal summative and formative assessments.

Performance for disadvantaged pupils improved across several key measures in 2024–25. Progress 8 for PP pupils rose from -1.28 to -1.17, narrowing the internal gap to 0.98 compared with non-PP (-0.19). Attainment 8 increased to 25.6, with notable strength in English and Separate Sciences. This improvement can be attributed to our comprehensive approach, which includes high-quality teaching, targeted academic support, and strategies to address non-academic barriers.

Attendance, while still the greatest challenge, remains the most predictive variable; every 10% improvement in attendance corresponds to a +0.25 uplift in Progress 8. So, whilst there are improvements in our attendance for our disadvantaged students (3% in the last three years with 1.56% in the last year using Term 1 data), we acknowledge there is still work to be done with students who are disadvantaged and persistently absent.

Evaluation of 2024–25 priorities shows significant embedding of high-quality teaching through The Directory, improved consistency in feedback and modelling, and initial success from attendance mentoring. Our data also indicates that our range of wraparound provisions is positively impacting disadvantaged students, as reflected in student and parent feedback, among other factors.

Our evaluation of the approaches implemented last academic year shows that our STEER and reading programmes, although works in progress, are having a direct impact on our disadvantaged students. Additionally, the growth of our attendance support systems is starting to yield positive results, and we anticipate these benefits will continue as the year progresses. Our 'raising standards' programme, with lesson 6 three days a week and intervention one day, is engaging the complete cohort and ensuring disadvantaged students are receiving the same additional academic support as their peers.

Local Academy Board (governors) oversight and scrutiny of the impact of our pupil premium strategy occurs during monitoring visits with a named member of the board responsible for this scrutiny, challenge and celebration.

Parent and student survey responses are also utilised in reviewing strategies. The feedback sought in these surveys is in relation to student and parent experiences of teaching, academic support and their wider school experiences. These allows adjustment and enhancing of the planned strategies being used where appropriate.

Key development areas for 2025–26 include: attendance recovery, open subject parity, EBacc access, and literacy integration whilst also including a focus on middle prior attainers.

Based on all the information above, we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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
Unifrog	Unifrog
Sparks Maths/Science/English	Sparks
Bronze and Silver Award	Duke of Edinburgh
STEER Education	Steer Global
SMSC/PSHE/RSE/PD tracker	Gridmaker
ReadingWise	IdeaWise
Seneca	Seneca Learning
SchoolCloud	SchoolCloud

Further information

- EEF Great Teaching Toolkit (2024) – <https://www.greatteaching.com/>
- EEF Guidance Reports – <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>
- EEF Effective Professional Development (2021) – <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>
- EEF Improving Literacy in Secondary Schools (2024) – <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>
- EEF Reading Comprehension Strategies (2023) – <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>
- EEF Mentoring Toolkit (2024) – <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>
- EEF Attendance Interventions Rapid Evidence Assessment (2024) – <https://educationendowmentfoundation.org.uk/evidence-reviews/attendance-interventions-rapid-evidence-assessment>
- DfE Using Pupil Premium: Guidance for School Leaders (2025) – <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>