

Pupil Premium strategy statement: Abbey Woods Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Abbey Woods Academy
Number of pupils in school	137
Proportion (%) of Pupil Premium-eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	September 2025 – July 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sophie Charter
Pupil Premium lead	Olivia Tyler

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£92,415
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£92,415

Current Attainment 2025	PP 2025	Non-PP 2025	PP nat ave
Proportion attaining expected standard in Reading	57%	88%	60%
Proportion attaining expected standard in Writing	43%	81%	58%
Proportion attaining expected standard in Maths	57%	81%	59%
Proportion attaining expected standard in Combined	43%	81%	44%

Reflections on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
Quality first teaching for all - students' progress data from their starting points will be in line with those peers who are not pupil premium and above the national average	Assessment and monitoring indicate that teaching is increasingly consistent across the school, with some cohorts showing a narrowing of the gap between PP and non-PP pupils. However, attainment and progress outcomes for non-PP pupils remain stronger overall, particularly in upper key stage 2, meaning variation has not yet been fully reduced. Improved use of formative assessment and tracking has enabled more precise identification of gaps and targeted support, resulting in emerging improvements in some year groups, but further work is required to ensure PP pupils achieve in line with their peers and above national averages.
Students who are SEND and PP progress well	Attainment data indicates that SEND and PP pupils are not yet consistently achieving in line with non-PP/non-SEND peers, particularly in upper key stage 2, suggesting that while provision is improving, the full impact on outcomes is still developing. Where interventions are most effectively targeted and reviewed, there is clearer evidence of improved engagement and incremental progress, but variability remains between year groups.
Improved levels of social, emotional, behavioural and wellbeing of PP children improves	Emerging improvements in social, emotional, behavioural and wellbeing outcomes for Pupil Premium children, though not yet consistent.

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils

Detail of challenge
Attainment in core subjects (Reading, Writing, Maths) for students in receipt of PP is below that of their peers.
Attainment of white British students in receipt of PP is significantly below their peers.
Attainment of students in receipt of PP beginning school is low, particularly in reading, language and communication and PSED.
Attendance of students in receipt of PP is below that of their peers.
Persistent absence rate of students in receipt of PP is below that of their peers.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Improved attainment for students in receipt of pupil premium funding.	Effective quality-first teaching, consistent use of assessment for learning, and targeted interventions ensure PP students are fully supported to access the curriculum and develop resilience as independent learners. As a result, PP students achieve in line with, or above, national averages in reading, writing and maths, with gaps between PP and non-PP peers narrowing year on year.

Increased progress from starting points for students in receipt of PP on entry to school in the Early Years.	High-quality early years provision, including strong focus on language development, early targeted intervention and rich learning experiences, supports PP children to thrive and develop confidence in their learning. The majority of PP students achieve a Good Level of Development (GLD), with accelerated progress particularly in language, communication, PSED, literacy and numeracy.
Reduced persistent absence rate and increased attendance overall for students in receipt of PP.	Strong pastoral support, early identification of barriers to attendance, and effective family engagement result in PP students attending more consistently and benefiting from a stable learning environment. As a result, persistent absence for PP students reduces to be in line with or below national averages, with attendance steadily improving year on year.
Increased overall attendance for students in receipt of PP.	A culture of high expectations, supportive relationships, and access to enrichment opportunities ensures PP students value education and are motivated to attend regularly. As a result, PP students' attendance is sustained at or above national benchmarks, leading to greater academic progress and improved life chances.

Actions to address the challenges listed above.

Teaching Budgeted cost: £41,587

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Embed instructional coaching to develop highly effective quality-first teaching. <i>Outcomes 1, 2, 3, 5</i>	SLT Sophie Charter Olivia Tyler	Lesson visits, logs, and teacher feedback show improved practice; PP attainment and progress data improve over time.	Half-termly cycles, mid-year and end-of-year reviews. Conducted and delivered by SLT.
Develop assessment for learning approaches to identify gaps and adapt teaching responsively. <i>Outcomes 1, 2, 3</i>	SLT Sophie Charter Olivia Tyler	Learning, teaching and planning reviews show responsive teaching; termly data demonstrates accelerated progress for PP pupils; student voice evidences clarity on next steps.	Half-termly monitoring timetables conducted by teaching and learning leaders.

Widen knowledge on feedback and metacognition strategies across the curriculum, particularly in writing. <i>Outcomes 1, 2, 3</i>	Olivia Tyler	Writing outcomes for PP students improve; student work demonstrates feedback acted upon and an increase in self-regulated writing; student conferencing shows understanding of metacognitive strategies.	Termly monitoring through learning walks and learning reviews by writing leader.
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Targeted academic support: Budgeted cost: £32,345

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Provide high-quality, early, targeted intervention in phonics, oracy and numeracy. <i>Outcomes 1, 2, 3</i>	Sarah Ha Mia Bowman	Phonics screening checks, EYFS/KS1 data, and numeracy assessments show accelerated progress for PP pupils. Student work and teacher records evidence improved oracy and application of core skills.	Half-termly intervention reviews; progress monitored at pupil progress meetings by EYFS KS1 lead.
Deliver reading fluency intervention to close the gap in the word reading fluency.	Graham Jenner	Increased number of students achieving the expected standard for reading at the end of KS1 and KS2.	Half-termly review led by Graham Jenner (Reading Lead).
Provide targeted interventions and resources to meet the specific needs of disadvantaged students with SEND. <i>Outcomes 1, 2, 3</i>	SENCO	Progress against IEP targets and support plans is evident in reviews. Teacher and TA records show improved access to curriculum. Student and parent voice indicate improved confidence and engagement.	Half-termly SEND progress reviews by SENCO.

Wider strategies: Budgeted cost: £18,483

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective	Implementation review
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		<i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	<i>(when/what/who)</i>
Strengthen pastoral support and early intervention for attendance. <i>Outcomes 1, 4, 5</i>	SLT Laura Stafford	Attendance for PP students improves; persistent absence reduces. Pastoral logs and case studies show timely intervention. Student voice evidences positive relationships with pastoral staff.	Attendance monitored weekly; half-termly reviews of cases overseen by SLT.
Ensure robust and systematic monitoring of absence with rapid follow-up. <i>Outcomes 1, 4, 5</i>	SLT	Attendance data demonstrates improved consistency; first-day calls and rapid follow-ups logged and actioned. Reduction in repeated absences for PP students.	Daily absence tracking; half-termly attendance analysis and reporting by attendance officer.
Enhance parental engagement through workshops, school events, meetings and support networks. <i>Outcomes 1, 4, 5</i>	SENCO Laura Stafford	Increased attendance at parental engagement events; positive parent survey feedback. Improved attendance and progress for PP pupils with engaged families.	Mid and end of year attendance at and parent feedback reviews by HT.
Support access to enrichment opportunities (clubs and trips) to build engagement and belonging. <i>Outcomes 1, 4, 5</i>	SLT	Participation rates in enrichment activities increase for PP pupils; student voice evidences sense of belonging and engagement. Improved attendance and behaviour data linked to participation.	Termly review of participation records and pupil feedback by SLT.
Offer breakfast club provision with free breakfast to support attendance and punctuality. <i>Outcomes 4, 5</i>	SLT	Attendance and punctuality for PP students improve. Registers show regular attendance at breakfast club; student voice indicates positive impact on readiness to learn.	Termly review of attendance by safeguarding officer.

Total budgeted cost: £92,415

EVIDENCE SOURCE



[NFER – Deploying staff effectively](#)
[NFER – High quality teaching for all](#)
[EEF – Teaching and Learning toolkit](#)
[EEF- Teacher feedback to improve learning](#)
[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)
[NFER – Clear responsive leadership](#)

[EEF – Improving mathematics in KS2 & 3](#)
[NFER- Meeting individual learning needs](#)
[EEF – Effective Professional Development](#)
[EEF – Using digital technology to improve learning](#)
[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)