

Pupil Premium Strategy Statement 2025-2026

Abbey Hulton Primary 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Abbey Hulton Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	68% PP 66% FSM (123 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Hayley Sutton
Pupil Premium Lead	Simon Humphreys
Governor / Trustee lead	Anne Gadsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,645,245

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Hulton we value our right to be included and respected in a safe environment, so we flourish as learners. We communicate effectively, build emotional strength and resilience to enable all children to thrive, not only in our own school but in high school and the wider community.

The school places a strong emphasis on quality first teaching and learning, in order to meet the needs of all pupils, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to develop a strong foundation of English and Maths skills that are complimented with a broad, balanced and engaging curriculum. We believe in equal opportunities for all and that each pupils' cultural capital should be increased through additional classroom support and a range of extra-curricular activities and experiences. The school is committed to ensuring that we meet the social and emotional needs for each and every pupil, in a consistent, caring and nurturing environment, where all pupils feel safe. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, (such as those who have a social worker or looked after/previously looked after) This plan is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key Principles of our strategy plan

- A. Improving attainment and progress across all subjects in Key Stage 1 and Key Stage 2 and across Prime Areas and Literacy and Maths in EYFS.
- B. Developing oracy, language and communication skills, including vocabulary.
- C. Developing pupil's experiences and understanding of the world to close the cultural gap.
- D. Improving attendance.
- E. Enhancing parental engagement.
- F. Supporting social, emotional and mental health needs of pupils.

Our approach will be responsive to common challenges and individual needs, based on accurate and regular assessments. To ensure our approaches are effective we will:

- Ensure that English is the highest priority for all children, across all subjects.
- Ensure disadvantaged pupils are challenged in the work set, across the curriculum
- Act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress across all subjects in KS1 and KS2 and across Prime areas in Literacy and Maths in Early Years needs to improve, particularly combined attainment.</p> <p>Predictions show a downward trend making attainment and progress a greater priority than last year.</p>
2	<p>Oracy, language and communication skills, including vocabulary are a barrier to learning.</p> <p>Children enter the Nursery and Reception classes with underdeveloped oral language skills and vocabulary gaps.</p> <p>Nursery Early Communication Screen Autumn 1 2025 (14 pupils in cohort). 79% (11 children) below ARE and of these 29% (4 children) of the cohort are well below (Red). 14% (2 children) did not score on the Early Communication Screen.</p> <p>The school is situated in an area of high deprivation where the vocabulary gap continues into KS1 and KS2.</p>
3	<p>Pupils knowledge and understanding of the world is limited by lack of experiences outside of school.</p> <p>Opportunities outside school are limited. As a result, children experience difficulty to put learning into context and learn new vocabulary.</p>
4	<p>Whole school attendance is below 96%</p> <p><u>Attendance Sept 2024 – July 2025</u> Whole school Attendance: 91.8% (National 94.8%) Pupil Premium Attendance: 91% (Non-PP 93.4%)</p>
5	<p>Need to encourage more parental engagement to continue to support pupils in their education.</p>
6	<p>Many pupils have social, emotional and mental health needs due to deprivation and social context.</p> <p>2024-2025 data 22% of SEND have SEMH identified as their priority need</p> <p>41% of all SEND children have an SEMH need identified</p> <p>Referrals 2024/25</p> <ul style="list-style-type: none"> • Referrals to Mental Health Support Practitioner (MHSP) for small group interventions: 38 • Referrals for 1:1 MHSP • Referrals to CAHMs: 10

	<ul style="list-style-type: none"> • Referrals to CAMHS crisis team: 1 • Inclusive Learning Services: 3 for SEMH
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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
PP pupils will make the appropriate progress they need to attain well	Quality first teaching and high-quality feedback is consistent across the school
across all subjects.	<p>Accurate assessment information is used to identify gaps in learning/misconceptions to ensure children make good progress.</p> <p>Retrieval techniques introduced into the curriculum to embed concepts in the long-term memory.</p> <p>Improved progress and outcomes in attainment in all year groups.</p> <p>Continue to improve outcomes in combined attainment in all year groups and at transition points between key stages.</p>
Improvement in PP pupil’s oracy, communication and language skills will be evident.	<p>High quality early years provision and targeted interventions will continue to improve Communication and Language scores at the end of Reception.</p> <p>The teaching of vocabulary continues to be a priority in teaching across the school, in all subjects.</p> <p>Pupils will continue to perform/present in class assemblies and productions to improve oracy skills and confidence.</p>

<p>School experiences for PP pupils are enhanced through resources and environments both inside and outside the classroom to develop knowledge and vocabulary</p> <p>PP pupils will benefit from experiences /trips/visitors to develop cultural capital</p>	<p>Experiential learning will have improved vocabulary and increased knowledge.</p> <p>Musical/theatrical experiences will build cultural capital and increase confidence.</p> <p>The school will continue to participate in the City Songbirds, The Big Sing and Recorder Festivals.</p> <p>Every year group participates in a minimum of two school visits per year.</p> <p>All children will participate in all the "OCT Adventures" by the end of Key Stage 2.</p>
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<p>Attendance of PP pupils will continue to be in line or above with overall school attendance</p>	<p>Attendance of PP pupils will be in line or above with overall school attendance. Close the gap between overall school attendance and national.</p>
<p>Parents will feel engaged and empowered to support learning.</p>	<p>Parents/carers are kept informed of their child' progress through termly Parent Consultations and annual end of year reports.</p> <p>Parent Workshops are well planned and there are clear incentives for parents/carers to attend.</p> <p>The school website is up to date and accessible for parents including individual class pages.</p> <p>Class staff regularly and consistently use Class Dojo to communicate learning experiences as well as key messages with parents/carers.</p>
<p>PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour</p>	<p>There is a whole school approach to meet and greet of all pupils meaning that every day begins with positive interactions.</p> <p>The school offers a range of social, emotional and mental health interventions. The school has recently opened an internal provision for SEND pupils, The Nest. Pupils in The Nest are receiving personalised SEND support, including for social, emotional and mental health needs, in a small group setting. All pupils can also be referred for group and/or one to one sessions with a mental health practitioner.</p>

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: £96,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Ensure quality first teaching by creating and delivering a CPD package to all staff to strengthen teaching and learning across the whole school; including delivery of teaching and learning principles, assessment, retrieval and adaptation.</p>	<p>Effective Professional Development EEF We will be following the EEF guidance along with Rosenshine to deliver a research based approach to strengthen the curriculum and quality first teaching. Subject leaders will be supported to ensure that the curriculum in their subject is as good as if not better than the National Curriculum. This will be done with collaboration with other schools in the trust.</p>	1, 2, 4, 6
<p>Assessment Secure teacher and support staff knowledge and use of pupil data through accurate assessment, analysis and intelligent use to inform next steps in learning (AfL) and whole school trends.</p>	<p>EEF Assessment and Feedback: Latest Insights and Practices Embedding Formative Assessment EEF We will be using EEF recommendations as a foundation for improving our assessments across all subjects so that they are accurate, relevant and recent in order to be used to inform quality first teaching especially adaptive teaching.</p>	1, 2

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

Budgeted cost: £48,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Adaptive Teaching Evaluate effectiveness of interventions</p> <p>Ensure that there is a focus on adaptation within quality first teaching so that inclusion is strong.</p>	<p>EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF</p> <p>We will be providing teachers with the required CPD to enable them to successfully embed adaptive teaching into their classrooms as the research has shown that shifting from differentiation to adaptive teaching is very successful.</p> <p>Metacognition and self-regulation EEF</p> <p>Equipping pupils with the tools and strategies they need to self regulate their own behaviour and use the adaptive teaching to be aware of what they need to access the learning is proven to have a very powerful impact.</p>	<p>1, 2, 4, 5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour</p> <p>1) Deliver ongoing coaching and training for existing and new staff across the school to ensure expectations of behaviour are consistently high and reflect our teaching and learning principles and school values.</p> <p>2) Begin to introduce the Sherrington strategies from Walk Thrus 3 (through Step Lab) to improve behavioural expectations within the classroom.</p> <p>3) Assess and adapt SEMH interventions for students assessed as having the greatest need.</p>	<p>We will be using a 3-part strategy to improve behaviour with PP pupils (and non PP) that impacts learning.</p> <p>Improving Behaviour in Schools EEF</p> <p>1) Research has shown that using effective classroom management strategies, such as the Sherrington strategies, reduces challenging behaviour, pupil disengagement, bullying and aggression.</p> <p>2) It has also shown that teaching learning behaviours reduces the need to manage misbehaviour:</p> <p>Metacognition and self-regulation EEF</p> <p>Equipping pupils with the tools and strategies they need to self regulate their own behaviour and use the adaptive teaching to be aware of what they need to access the learning is proven to have a very powerful impact.</p> <p>3) Adapt strategies and approaches for pupils with the highest behaviour needs.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Attendance</p> <p>Develop, implement and continually review the attendance strategy alongside Inclusive Attendance.</p> <p>Deliver on plans put in place to increase parental involvement in order to break down barriers between home and school.</p>	<p>https://www.gov.uk/government/publications/workin-g-together-to-improve-school-attendance</p> <p>There is a wealth of evidence, such as the above, that shows the negative impact of poor attendance. It is a nation wide focus on improving attendance levels and it is a focus at Abbey Hulton as well.</p> <p>We will be deploying a range of strategies from strong, evidence based research to improve</p>	<p>1, 2, 4, 5, 6</p>

<p>Increase cultural capital trips as well as extra curricular offer to encourage pupils to want to attend due to the breadth of the curriculum.</p>	<p>attendance:</p> <ul style="list-style-type: none"> • EEF T&L toolkit: Parental engagement +4 • EEF toolkit - Social and Emotional Development (Average impact +4 months) • Behaviour interventions- (moderate impact +3 months) 	
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Total budgeted cost: £193,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Impact
PP pupils will make the necessary progress they need to attain well across all subjects.	<p>Staff have begun the 25/26 academic year with their first series of CPD on how to deliver quality first teaching. This will be continued and developed across the year.</p> <p>Assessment systems will be developed further and assessment systems of non-core subjects will be evaluated.</p> <p>Retrieval techniques are being embedded into lesson structures for every subject so that it is consistent and effective.</p> <p>The gap has closed from academic year 23-24 to year 24-25 but this is predicted to widen again at the end of the current academic year so this will continue to be a priority.</p>
Improvement in PP pupil's oracy, communication and language skills will be evident.	<p>High quality early years provision and targeted interventions will continue to improve Communication and Language scores at the end of Reception.</p> <p>The teaching of vocabulary continues to be a priority in teaching across the school, in all subjects.</p> <p>Pupils will continue to perform/present in class assemblies and productions to improve oracy skills and confidence.</p> <p>All SEND children with an identified SLCN are included in targeted interventions.</p>
Accelerated progress will ensure that the low outcomes at the end of EYFS in Reading and Phonics have significantly improved by the end of KS1	<p>Effective assessment and swift follow up actions ensures that all children make progress and target children made accelerated progress in reading and phonics by the end of KS1.</p>
School experiences for PP pupils are enhanced through resources and environments both inside and outside the classroom to develop knowledge	<p>Experiential learning have made a slight improvement to vocabulary and knowledge but this will continue to be a focus across all key stages.</p> <p>All children have already been on two trips this year.</p>

<p>and vocabulary</p> <p>PP pupils will benefit from experiences /trips/visitors to develop cultural capital</p>	<p>They have been on a cinema trip as well as a pantomime.</p>
<p>Attendance of PP pupils will continue to be in line or above with overall school attendance</p>	<p>Attendance of PP pupils is only narrowly behind whole school attendance. The gap between PP pupils and national attendance levels now needs to be targeted.</p>
<p>Parents will feel engaged and empowered to support learning.</p>	<p>Parents/carers are kept informed of their child' progress through termly Parent Consultations and annual end of year reports.</p> <p>Parent Workshops are well planned but attendance has been mixed with some being very well attended and others with lower turnout. Clearer incentives will be planned for future workshops.</p> <p>The school website is being completely updated so that it is more accessible for parents.</p> <p>Class staff use Class Dojo to communicate with parents/carers, regularly and consistently.</p>
<p>PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour</p>	<p>There is a whole school approach to meet and greet of all pupils meaning that every day begins with positive interactions.</p> <p>The school offers a range of social, emotional and mental health interventions.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Extra-curricular After School Clubs: KS1: Multi Skills and Fundamental Movement Skills (x 1 hour per week) KS2: Multi Sports (x 1 hour per week)	Bee Active

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	