Abbotswood School Pupil Premium strategy statement 2025-28

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	Abbotswood Junior School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	34% (216 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Summer (June/ July) 2027
Statement authorised by	Glenn Moore - Headteacher
Pupil premium lead	Lucy Howard
Governor / Trustee lead	Bob Carson, Jane Withers, Miriam Starling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,600
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£297,600

Part A: Pupil premium strategy plan

Statement of intent

At Abbotswood we believe that a great education matters most to our educationally disadvantaged pupils and their families. We are constantly striving to ensure we are a disadvantaged pupil - friendly school where all children achieve, breaking the link between family income and educational achievement by supporting our most vulnerable families.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have the philosophy that, if your overall teaching is good enough to meet the needs of the most vulnerable, it is good enough to meet the needs of all children. A focus on high quality teaching is proven to 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 adopt an innovative approach to teaching based around the principles of Assessment for Learning (AfL). We have our own, individualised and unique ‘brand’ of teaching using ‘cutaway’ which is based upon the principles of effective AfL. Our approach is responsive to common challenges and individual needs and is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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, both during lessons and at assessment points
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

As well as ensuring high-quality teaching improves outcomes of disadvantaged pupils, we also allocate the pupil premium grant strategically to targeted teaching, coaching teachers and support staff, and supporting the children’s emotional and behavioural needs in order for them to access the learning. By using the pupil premium funding to help form an effective pastoral structure at Abbotswood, we can ensure that children's primary needs are met in order for them to access their academic learning and make rapid progress from their starting points.

Challenges

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

Challenge number	Detail of challenge
1. Reading Fluency	Internal assessments, observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with reading fluency and comprehension than their peers. Reading baseline assessments in Autumn 1 showed that 49 out of 152 Year 3 pupils had a reading age below their chronological age. Of these 49 children, 26 had a reading age of 6 years or less. Of these 26, 17 had a reading age of 5 years or less. Of these 17, 11 did not pass their phonic screening in KS1. On entry to Year 3, 37% of pupils who had a reading age that was below their chronological age were disadvantaged pupils.
2. Memory and retention in Maths	Internal assessments, observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with working and long term memory. Our observations and assessments show that disadvantaged pupils often struggle with cognitive overload which impacts their working memory. This also has an impact on their long-term memory and retention of key maths facts and number knowledge.
3. Vocabulary and oracy	Our observations and discussions with pupils when they enter Year 3 is that many disadvantaged pupils generally have weaker vocabulary and speaking skills. They struggle to identify the meaning of unfamiliar words, to select the most appropriate vocabulary and to recall vocabulary linked to a topic. They also struggle to express their ideas and explain their thinking.
4. Social and Emotional	Our observations and discussions with pupils and their families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. We saw a marked increase of teacher and parent referrals for emotional, social and behavioural support after the pandemic. We have continued to see a large number of teacher and parent referrals for emotional and behaviour support. 71 pupils (36 of which are entitled to pupil premium funding) have received additional support with emotional, social and behavioural needs. This includes support from: - the school ELSA - the pastoral ‘Room 5’ team - external agencies including MHST
5. Attendance	Our attendance data for 2025-26 shows that attendance among disadvantaged pupils (91.8%) was 4.3% lower than for non-disadvantaged pupils (96.1%). Our assessments and observations indicate that absenteeism negatively impacts our disadvantaged pupils’ progress so this is a key focus. National disadvantaged attendance was 89.6%.

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
Increase the number of disadvantaged pupils who achieve a combined assessment in Reading, Writing and Maths of expected plus by the end of KS2.	Combined KS2 Reading, Writing and Maths attainment at expected plus is in line with, or better than, national attainment for disadvantaged pupils. Combined KS2 Reading, Writing and Maths progress measure at expected plus is in line with, or better than, national progress for pupils with SEND.
Across KS2, reduce the gap between reading ages and chronological ages for educationally disadvantaged pupils. (Link to Challenge 1)	By the end of KS2, all disadvantaged pupils have a reading age at or above their chronological age. By the end of KS2, Reading attainment is at expected plus, or better than, national attainment for disadvantaged pupils.
Increase the number of educationally disadvantaged pupils who achieve expected plus in Maths by the end of KS2. (Link to Challenge 2)	By the end of KS2, attainment at expected plus in Maths is in line with, or better than, national attainment for disadvantaged pupils.
Improve the speaking skills of disadvantaged pupils and strengthen their ability to explain and justify their ideas. Broaden pupils' vocabulary to age appropriate level. (Link to Challenge 3)	KS2 reading and writing outcomes in 2024/25 show that more educationally disadvantaged pupils met the expected standard.
Sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (Link to Challenge 4)	Assessment graph data pre and post pastoral support shows high levels of emotional wellbeing. High levels of participation by disadvantaged pupils in enrichment activities; such as, clubs and trips.
Ensure attendance of disadvantaged children is at or above the national average. (Link to Challenge 5)	Attendance of disadvantaged pupils is in line with the national attendance figure for disadvantaged pupils.

Activity 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: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A high standard of feedback is used consistently in teaching and learning practice across the school. Senior Leaders monitor this for all teachers. They do this through: ● Book monitoring. ● Observations and coaching in class. ● Evaluation of the provision in class for disadvantaged children including teacher feedback, personalised comments and scaffolds. For newly qualified teachers and new staff, this is additionally achieved by setting clear standards for staff through: ● New teacher induction. ● Collating examples of best practice to share with new teachers to support them.	**EEF Teaching and Learning Toolkit** **Oral feedback+7 months** **Written feedback +5 months.** There is a strong evidence base that quality feedback that is clear and actionable has a positive impact on learning. The evidence also suggests that the impact is highest when it is delivered by teachers. There is evidence to suggest that feedback involving metacognitive approaches may have a greater impact on disadvantaged pupils than other pupils.	1, 2 and 3
Effective lessons are delivered consistently across the curriculum. This is achieved by: ● Ensuring that all staff have a secure understanding of how to plan, deliver and evaluate a lesson that successfully caters for disadvantaged pupils through quality first teaching. ● Including opportunities to develop metacognitive approaches (e.g. teaching modelling, pupils working independently and in pairs/ groups planning how to solve a problem alone and in groups, providing challenges for learners at the most appropriate and earliest opportunity). ● That quality first teaching in lessons is driven by 'cutbacks' which are based on constant flexible AFL and feedback. ● Having an LSA in each class to support teaching in all core subjects. ● Ensuring children are supported in class through targeted teaching by LSAs and class teachers.	**EEF Teaching and Learning Toolkit** **Oral feedback+7 months** There is a strong evidence base that quality feedback that is clear and actionable has a positive impact on learning. The evidence also suggests that the impact is highest when it is delivered by teachers. There is evidence to suggest that feedback involving metacognitive approaches may have a greater impact on disadvantaged pupils than other pupils. **EEF Teaching and Learning Toolkit** **Within class attainment grouping +2 months** There is evidence to suggest that within class grouping has an advantage of flexibility in grouping children for lessons. Regular monitoring and assessment ensure challenge for all pupils. **EEF Teaching and Learning Toolkit** **Small group tuition +4 months** Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs. **EEF Teaching and Learning Toolkit** **Metacognition and self-regulation +7 months** There is strong evidence to suggest that teaching strategies to help pupils plan, monitor and evaluate learning are effective. The evidence also suggests	1, 2 and 3

	that teachers demonstrating how they approached a problem is effective. **EEF Teaching and Learning Toolkit Collaborative learning approaches +5 months** Evidence suggests that collaborative learning approaches have a positive impact when they are supported to do this effectively. **Cognitive Science in the Classroom: A review of the Evidence** There is evidence that suggests retrieval practice and worked examples have positive impact.	
Funding is used to release experienced staff to coach others. Teachers and LSAs receive coaching to develop their teaching practice to ensure consistent best practice. The dialogic coaching structure used helps staff build knowledge, motivates professionals by setting goals, develops teaching techniques and embeds practice.	**EEF Effective Professional Development Guidance Report & National Institute of Teaching's Mentoring and Coaching of Teacher research report** High quality teaching is achieved and maintained through effective professional development. Coaching is a mechanism to support professionals with developing and strengthening their teaching skills.	1, 2 and 3
We maintain a strong school ethos with values that are designed to support greater engagement in learning. This is taught and shared with pupils using the STARS values (Stickability, Teamwork, Aspiration, Respect and Stretch). Disadvantaged children and peers are recognised for the values they demonstrate around school and in learning by receiving bands and through positive comments (that refer to these values) in marking. Text messages are sent to parents/ carers detailing why the pupil received the values band.	**EEF Teaching and Learning Toolkit Parental Engagement +4 months** There is some evidence that personalised messages linked to learning can promote positive interactions between parents and schools which can positively impact attainment too. **EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social and emotional learning approaches are more effective when they are embedded into educational practice. This shows that an ethos that encourages positive social and emotional learning will support pupils.	4
Year 5 Learning Mentors are children who are trained by a member of staff and then work with Year 3 disadvantaged children in weekly sessions. They work with the Year 3 pupil to address targets that have been set by the Year 3 pupil's class teacher and read with their 'buddy'. These targets focus on consolidating learning. A member of staff supervises these sessions and provides feedback.	**EEF Teaching and Learning Toolkit Peer mentoring +5 months** There is evidence that shows peer mentoring has a positive impact on learning particularly when it is used as a chance to revisit, revise and consolidate skills and prior knowledge. **EEF Teaching and Learning Toolkit Small group tuition +4 months** Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs. **Cognitive Science in the Classroom: A review of the Evidence** There is evidence that suggests retrieval practice and worked examples have positive impact.	1, 2 and 4
We have established a phonics programme and session structure in Year 3 that focuses on reducing the attainment gap in reading fluency through targeted support. This is achieved by:	**EEF Teaching and Learning Toolkit Small group tuition +4 months** Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work	1

● Providing targeted support to the disadvantaged children who have not passed their phonics test in class through small group teaching. ● LSAs using Precision Teaching interventions and Reading Fluency interventions with disadvantaged children to boost phonic knowledge and increase reading ages.	can be matched more closely to the learners' needs.	
We have increased the vocabulary and oracy opportunities for pupils through our curriculum design. This includes: - Subject Leaders plan key vocabulary for each unit (linked to the essential knowledge). This is split into a topic, subject and general vocabulary word/ phrase. The vocabulary is taught in vocabulary starters in foundation lessons. The new piece of vocabulary is taught in a variety of ways including (e.g. games, visuals, synonym activities) and is revisited across a unit of work. - Providing multiple opportunities in lessons for pupil talk (carpet starters, talk tasks, drama activities, mini plenaries, talk plenaries and verbal evaluations) - Speaking and Listening sessions focus on a speaking and/ or listening skill each week. These skills are modelled by the teacher and pupils have a chance to then apply the skill themselves.	**EEF article and toolkit 'Approaches for supporting communication and language development'** Evidence suggests that the most effective teaching of vocabulary in early years involves vocabulary instruction about words, meaning and features. **EEF Teaching And Learning Toolkit Oral Language Interventions +6 months** Evidence suggests disadvantaged pupils are more likely to be behind non-disadvantaged pupils in developing early language and speech skills. Evidence suggests that oral language approaches, including focusing on explicit vocabulary development, have a positive impact.	3
As well as the Tackling Educational Disadvantage Leadership Team, provision for disadvantaged children is monitored through a collaborative and strategic approach by members of SLT: - The SENDCo who provides for children who are SEND. - The Assistant Head/LAC intervention team provides for PLAC and LAC pupils. - The Assistant Heads who provide for children who are in the Lowest 20%. - Attendance Leader monitors and tracks the attendance of vulnerable and disadvantaged children. These members of staff work together to ensure that provision for disadvantaged pupils is implemented with staff successfully by regularly revisiting aspects (such as staff buy-in and understanding) and using ongoing evidence to adapt provision.	**EEF Review of evidence on implementation in education** This review of evidence suggests that it is most effective to look at implementation as an interactive process that needs monitoring, reviewing and adapting based on evidence gathered throughout. It is important to have members of the leadership team monitoring provision.	All

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

Budgeted cost: £ 107, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for pupils in need of additional support. These include: ● Afternoon interventions (including pupils eligible for Pupil Premium funding) to address gaps in reading fluency linked to reading age. ● ACE Tutors (A Champion for Every child) in Year 3 to work on individual gaps to boost achievement for children eligible for Pupil Premium funding. ● Year 6 booster groups (including pupils eligible for Pupil Premium funding) ● Learning Mentor interventions provided by peers.	**EEF Reading Comprehension Strategies +6 months** There is strong evidence to suggest that reading comprehension strategies that teach explicit approaches and techniques improve comprehension of a written text. Evidence also suggests that this needs to be tailored to the pupils' reading capabilities and that interventions are based on effective diagnosis of reading difficulties. This is why the interventions are split into fluency and reading comprehension.	1, 2 and 5

● Precision Teaching and other targeted interventions for SEN children including pupils eligible for Pupil Premium funding. ● Focus children (including pupils eligible for Pupil Premium funding) read with the staff (teachers, LSAs, librarian) and peers (e.g with Reading Ambassadors).	**EEF Teaching and Learning Toolkit Small group tuition +4 months** Evidence shows that small group work is effective. It provides lots of opportunities for oral feedback, encourages more sustained engagement and means work can be matched more closely to the learners' needs. **EEF Teaching and Learning Toolkit Peer mentoring +5 months** There is evidence that shows peer mentoring has a positive impact on learning particularly when it is used as a chance to revisit, revise and consolidate skills and prior knowledge.	

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

Budgeted cost: £40,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Fridays Once a half-term, teachers provide a session for pupils to develop their love of arts, science, physical activities e.g. art, cookery, judo, sign language etc. This can involve purchasing equipment to support this. This provides an opportunity for pupils to access different cultural experiences and extra-curricular activities within school time.	**EEF Teaching and Learning Toolkit Arts Participation +3 months** The evidence suggests that arts participation approaches can have a positive impact on academic outcomes. **EEF Teaching and Learning Toolkit Physical Activity +1 months** The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance. **EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social interaction between pupils has a positive impact. Fresh Friday events take place in house groups so provide pupils with the opportunity to interact with more of their peers.	4
Positive discrimination opportunities These opportunities provide enrichment opportunities for pupils. By prioritising disadvantaged pupils, it allows them access to activities and events that they may not be able to access outside of a school setting. These activities involve release time for staff to facilitate these trips. These include: ● New Forest Show visit ● Steamsheald Ship Museum visit ● Guest Readers in the library – pupils receive VIP passes to come to hear a Guest Reader present about themselves and answer questions. ● Disadvantaged children are given first access to sports clubs and other clubs to encourage them to try something new.	**EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 months** There is strong evidence to suggest that teaching strategies to help pupils plan, monitor and evaluate learning are effective. The evidence also suggests that teachers demonstrating how they approached a problem, and a new skill, is effective. **EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social interaction between pupils has a positive impact. These events provide pupils with the opportunity to interact with a wider variety of pupils and adults.	4 and 5

	EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning. There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment. Inviting pupils to take part and sharing outcomes encourages a positive dialogue with parents that promotes engagement with school.	
Hook Days and Trips Year Leaders ensure new experiences are provided through Hook Days, Topic Outcomes and school trips. These provide enrichment opportunities that some disadvantaged pupils may not have access to outside the school setting. These activities involve release time for staff to facilitate these trips and funding for outside providers. **Year 3** ● Library trip ● Testwood Lakes trip ● Totton field trip ● Simon Chadwick (local illustrator) visit ● PAT dogs visit **Year 4** ● New Forest trip ● Stubbington (and Abbington) residential ● Titanic Museum trip ● Simon Chadwick (local illustrator) visit ● Vikings Theatre Production ● Illusionist/ magician **Year 5** ● The Winchester Science Museum trip ● Paultons Park trip ● Virtual reality Egyptians 'hook experience' ● Waterstones trip as Space Race reward ● Lepe Beach trip **Year 6** ● Osmington Bay residential ● D-Day Museum visit ● Production ● Enterprise Week ● Reptiles visit ● Waterstones trip as Space Race reward	**EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social interaction between pupils has a positive impact. These events provide pupils with the opportunity to interact with a wider variety of pupils and adults. **EEF Teaching and Learning Toolkit Arts Participation +3 months** The evidence suggests that arts participation approaches can have a positive impact on academic outcomes. **EEF Teaching and Learning Toolkit Physical Activity +1 months** The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance.	4 and 5
Room 5 provision The Room 5 team provides behaviour and pastoral support for pupils. The funding for this provision includes: ● ELSA (full-time) for targeted pupil support and drop-ins at break and lunchtimes. ● Behaviour Support Worker x 1 (full time) for targeted pastoral support and drop-ins at break and lunchtimes. ● Resources (e.g. games, art and craft supplies, books)	**EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social interaction between pupils has a positive impact. **EEF Teaching and Learning Toolkit Small group tuition +4 months** Evidence shows that small group work is effective. Some of the ELSA and pastoral sessions are conducted in small groups. **EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 months** There is strong evidence to suggest that teaching strategies to help pupils self-regulate has a positive impact on attainment.	4

	EEF Supporting School Attendance – reflection and planning tool Research suggests a common theme to support improving attendance is building a culture of belonging.	
Social Skill development Opportunities are provided to help pupils develop and strengthen their social skills. These include: ● Provision of Rockets Room staffed at lunchtime for vulnerable pupils. This area provides opportunities for learning social skills and how to interact with peers and pupils from other year groups. ● Provision of Quiet Club at lunchtime as a space children can use to develop social skills in a smaller and quieter space than the playground.	**EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months** Evidence shows that social interaction between pupils has a positive impact. **EEF Teaching and Learning Toolkit Physical Activity +1 months** The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance. **EEF Supporting School Attendance – reflection and planning tool** Research suggests a common theme to support improving attendance is building a culture of belonging.	4 and 5
Funding for a sports coach This allows the school to supply free before and after sports school clubs for pupils. Pupils eligible for Pupil Premium funding are given first access to sports clubs. This also means that class teachers do not need to teach PE lessons which provides them with additional PPA time.	**EEF Teaching and Learning Toolkit Physical Activity +1 months** The evidence suggests that there is some positive impact of physical activity on academic attainment and there is some evidence that involvement in extracurricular activities may increase attendance. **EEF Review of Teacher Workload management** This review outlines some approaches to reducing teacher workload particularly in schools and that providing PPA time allowed teachers time to provide more effectively.	4 and 5
Funding for Parent Support Advisor (15 hours a week) The PSA provides individual and group support for parents of children whose behaviour may be challenging or concerning, who are parents of vulnerable children, or where family circumstances create barriers to learning. A key part of this is supporting pupil attendance and punctuality.	**EEF Supporting School Attendance – reflection and planning tool** Research suggests a common theme to support improving attendance is understanding families and building a culture of belonging. **EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning.** There is evidence that suggests approaches that help maintain parental engagement across primary school have a positive impact.	4 and 5
Increasing parental engagement A key part of encouraging attendance is a strong, positive dialogue between parents and school. This is achieved by: ● Text and email communication with parents to celebrate achievement that is personalised to the pupil (value bands and awards) ● Parents' Evening - office staff contact disadvantaged parents and help them make Parents' Evening appointments. This includes offering a phone call or meeting the class teacher at a different time. ● Teachers make positive contact with the parents of Pupil Premium children in the first half term (Autumn 1)	**EEF Teaching and Learning Toolkit Parental Engagement +4 months, Working with Parents to Support Children's Learning and EEF How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice document.** There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment. There is evidence that personalised messages linked to learning can promote positive interactions between parents and schools.	3

• Care Calls about attendance are made to offer support and guidance. This is focused on helping unpick the barriers and find ways to address them instead of blaming the parents. • Events to engage and support parents with learning including Maths Workshops and Reading Cafes.		
Space Race Reading Scheme This is a reading incentive scheme that is shared with parents and is designed to be done in collaboration with parents. There are prizes for each milestone and entries are made in pupils' reading diaries. Teachers share targets in reading diaries, make contact about pupil progress in this Space Race through emails home and send certificates home to enable strong communication between school and home about reading fluency progress.	**EEF Teaching and Learning Toolkit Parental Engagement +4 months and Working with Parents to Support Children's Learning.** There is evidence that suggests approaches that help parents work directly with their child have a positive impact on attainment.	1

Total budgeted cost: £297,600

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 2025-26 academic year.

Year 6 SATs data

	Abbotswood		Local Authority		Difference	
	Exp+	**GD**	**Exp+**	**GD**	**Exp+**	**GD**
Reading	65%	6%	56%	16%	**+9%**	**-10%**
Writing	61%	6%	55%	5%	**+6%**	**+1%**
Maths	65%	11%	55%	11%	**+10%**	**=**
Combined	50%	2%	41%	3%	**+9%**	**-1%**
GPS	70%	28%	53%	13%	**+17%**	**+15%**

Emotional wellbeing (Room 5 ELSA)	Last year, Room 5 saw a total of 71 children for weekly sessions over the course of the academic year. Year 3 - 26 children 25/26 improved = 96% increase Year 4 - 20 children 19/20 improved = 95% increase Year 5 - 20 children 20/20 improved = 100% increase Year 6 - 6 children 6/6 improved = 100% increase In total, of those 71 children, 69 of them saw their post intervention score improve on their pre intervention score. This equals an improvement of 97% overall.
Improve PP attendance	The attendance of our disadvantaged pupils was 91.8%. This is an area we will continue to target via our safeguarding and attendance action planning.
Clubs across the school	PP Club attendance 24-25 Autumn - 78 Spring - 73 Summer - 58 PP Sports Club attendance 24-25

	Pupil Premium children were given first priority in choosing clubs. The sports coaches and office staff worked together to call parents and sign them up. Autumn - Sport (69) and Non sport (9) Spring - Sport (61) and Non sport (12) Summer - Sport (39) and Non sport (19) Pupil Premium children are encouraged to represent the school as much as possible in order to increase a sense of belonging to the school community. In 2024-25, 75 children represented the school in competitions. Many of these children represented the school at more than one competition. This is an increase from the previous academic year.