



Sherborne Abbey Primary School: Pupil Premium funding review (2024-27)

Summer 2025 PP update

Intended outcome	Success criteria
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance by 2026/27 demonstrated by: - A decrease in the overall unauthorised absence rate for all pupils, with a decreasing gap between disadvantaged pupils and their non-disadvantaged peers. - The percentage of all pupils who are persistently absent to decrease and align with national figures.

Attendance data 2024/25

	PP children	Unauthorised absence rate	Non-PP children	Unauthorised absence rate	Persistent absence (all children)
Autumn	91.2%	2.2%	95.9%	0.8%	15.8%
Spring	89.3%	2.9%	96%	0.9%	19.3%
Summer	91.2%	3.4%	95.7%	1.6%	20.8%
Whole Year	91.1%	2.7%	95.9%	1%	7.3%
Percentage change Spring to Summer	+1.9%	+0.5%	-0.3%	+0.7%	+1.5%
Percentage change Autumn to Summer	-0.1%	+1.2%	-0.2%	+1.8%	+5%

- PP children's attendance has increased from Spring to Summer and is now back to the 91.2% that was recorded in Autumn;

- Unauthorised absences for PP children has increased across the 2024/25 academic year;
- Non-PP children's attendance has fallen to 95.7%, below the level recorded in Autumn and unauthorised absences for this group of children has doubled since the start of the year;
- Overall, the school's whole-school attendance for the year 2024/25 stands at 94.7%, 0.1% below national data and 0.1% above Dorset's data

Intended outcome	Success criteria
2. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more of our disadvantaged pupils have met the expected standard.

Maths attainment data 2024-25

	KS1 PP children (%)			KS2 PP children (%)			Overall whole-school maths attainment (ARE+)
	WTS	ARE	GD	WTS	ARE	GD	
Autumn	57%	29%	0%	62%	28%	1%	50%
Spring	61%	25%	0%	57%	31%	6%	56%
Summer	60%	36%	0%	48%	40%	9%	60%
Percentage change Autumn to Summer	+3%	+7%	0%	-14%	+9%	+8%	+10%

- KS1 recorded no GDS PP children across the academic year;
- In KS1 classes, 36% PP children were working at age-related expectations + in maths by July 2025, an increase of 7% across the year;
- In KS2 classes, 49% PP children were working at age-related expectations + in maths by July 2025, an increase of 21% across the year;
- Overall whole-school maths attainment (ARE+) rose from 50% to 60% across the academic year.

Intended outcome	Success criteria
3. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more of our disadvantaged pupils meet the expected standard.

Reading attainment data

	KS1 PP children (%)			KS2 PP children (%)			Overall whole-school reading attainment (ARE+)
	WTS	ARE	GD	WTS	ARE	GD	
Autumn	57%	25%	4%*	47%	31%	11%	58%
Spring	57%	25%	4%*	48%	35%	11%	62%
Summer	53%	39%	4% ▲	46%	42%	9%	67%
Percentage change Autumn to Summer	-8%	+10%	0%	-1%	+11%	-2%	+9%

* No data for 14% ▲ No data for 4%

- 0% of PP children in KS1 and 60% in KS2 did not achieve ARE in reading by the end of year 2024-25;
- 4% of KS1 children - 1 child - achieved GDS: this remained static throughout the year;
- 9% of KS2 children - 6 children - achieved GDS in reading, falling from 11% at the start of the year;
- 60% (50 pupils) of our Year 6 cohort met ARE in their 2024-25 SATs, a fall of 17%;
- 50% (18 pupils) of our Year 6 PP cohort met ARE in their 2024-25 SATS,

Intended outcome	Success criteria
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant improvement in attendance (<i>see above - point 1</i>); • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

- Sherborne Abbey children completed a questionnaire about school clubs at the end of 2025. The survey included Pupil Premium and non-Pupil Premium children.
- [Results are here](#)
- Headlines included:
 - Over half of those surveyed took part in a club during the academic year;
 - The most popular clubs were the Karen Wildgoose art club for Years 1 - 6, the Year 6 summer sports club and the Yeovil Town-run afterschool football club
 - Children surveyed said putting on even more sports and arts clubs would encourage them to do more clubs after school;
 - Most children said they enjoyed doing clubs because it helped them to learn new skills but making them feel happier and also giving them more chance to spend time with their friends were also important factors;
 - Comments about the best thing about clubs included, "...you can have fun with your friends and they can make you happier...", "they are fun and they give you opportunities (sic) to learn more skills..." and, "...that you can have fun with your friends not just at lunchtime and breaktime..."

- To encourage more Pupil Premium children to take part in paid clubs, a free place for a pupil premium child will be offered from September 2025;
- In addition, funding has been allocated for Colin Bourne Sports Ltd to run clubs during break times and during the school day aimed at encouraging disadvantaged pupils to take part in sport;
- Another similar survey, this time focusing on Pupil Premium children will be conducted at the end of the 2025-26 academic year to gauge the uptake and responses to these new - and also old - clubs

Simon Garnett

July 2025