Pupil premium strategy statement Sherborne Abbey Primary School 2024 - 2027

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	337 (2024-25) 334 (2025-26)
Proportion (%) of pupil premium eligible pupils	24% (2024-25) 24% (2025-26)
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)**	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	March 2025✅ October 2025✅ March 2026
Statement authorised by	Ian Bartle, Executive Head, and Lisa Thompson, Head of School
Pupil premium lead	Simon Garnett
Governor / Trustee lead	Lesley McCreadie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,249 (2024-25) £126,421 (2025-26)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0 (2024-25) £0 (2025-26)
Total budget for this academic year	£139,249 (2024-25) £126,421 (2025-26)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Sherborne Abbey Primary School 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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; and,
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 between 2.6% lower in 2022-23, increasing to 4% lower in 2023-24 than for non-disadvantaged pupils. • In 2022-23, 21.3% of disadvantaged pupils were 'persistently absent' compared to 10.6% % of their peers during that period, a difference of 10.7%; • In 2023-24, 30.7% of disadvantaged pupils were 'persistently absent' compared to 11.9% of their peers during that period, a difference of 18.8%. • In 2024-25, 34.4% of disadvantaged pupils were 'persistently absent' compared to 6.5% of their peers during that period, a difference of 27.9%. Our assessments, both external and internal, and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Internal and external assessments indicate that **maths attainment** among disadvantaged pupils is significantly below that of non-disadvantaged pupils and the gap has been increasing over the past two years. Year 6 SATs results across the past three years show that: • In 2024-25, 50% of disadvantaged children met the expected standard with an average scaled score of 99 for all pupils compared to 56% of their peers with an average scaled score of 102; • In 2023-24, 46% of disadvantaged children met the expected standard, with an average scaled score of 99 for all pupils, compared to 71% of their peers during that period with an average scaled score of 102; • In 2022-23, 52% of disadvantaged children met the expected standard, with an average scaled score of 100 for all pupils, compared to 76% of their peers during that period with an average scaled score of 103 Year 2 SATs results across the past three years show that: • In 2024-25, 14% of disadvantaged children met the expected standard, with an average of working towards expectations, compared to 64% of their peers during that period with an average expected attainment;

	• In 2023-24, 63% of disadvantaged children met the expected standard, with an average of working towards expectations, compared to 73% of their peers during that period with an average expected attainment; • In 2022-23, 65% of disadvantaged children met the expected standard, with an average of working towards expectations, compared to 86% of their peers during that period with an average expected attainment.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have **greater difficulties with reading** than their peers. Year 6 SATs results across the past three years show that: • In 2024-25, 50% of disadvantaged children met the expected standard, with an average scaled score of 100 for all pupils, compared to 66% of their peers during that period with an average scaled score of 104; • In 2023-24, 67% of disadvantaged children met the expected standard, with an average scaled score of 102 for all pupils, compared to 76% of their peers during that period with an average scaled score of 104; • In 2022-23, 62% of disadvantaged children met the expected standard, with an average scaled score of 102 for all pupils, compared to 72% of their peers during that period with an average scaled score of 103. Year 2 SATs results across the past three years show that: • In 2024-25, 36% of disadvantaged children met the expected standard, with with an average of expected attainment, compared to 90% of their peers during that period with an average of expected attainment; • In 2023-24, 75% of disadvantaged children met the expected standard, with with an average of expected attainment, compared to 81% of their peers during that period with an average of expected attainment; • In 2022-23, 86% of disadvantaged children met the expected standard, with an average of working towards expectations, compared to 86% of their peers during that period with an average of greater depth attainment. Year 1 Phonics results across the past three years show that: • In 2024-25, 63% of disadvantaged children passed the Year 1 Phonics check compared to 85% of their peers during that period; • In 2023-24, 58% of disadvantaged children passed the Year 1 Phonics check compared to 86% of their peers during that period; • In 2022-23, 29% of disadvantaged children passed the Year 1 Phonics check compared to 91% of their peers during that period;
4	Our assessments, observations and discussions with pupils and families have identified **social and emotional issues** for many pupils, a lack of

	enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. • In 2024-25, 8% of pupils (54% of whom are disadvantaged) currently require additional support with social and emotional needs and receive this support in the form of sessions with our school's Emotional Literacy Support Assistants (ELSAs). • In 2024-25, 6% of pupils (63% of whom are disadvantaged) currently require additional support with social and emotional needs and receive this support in the form of sessions with our school's Emotional Literacy Support Assistants (ELSAs).

PP Indicator	**Information Based on 337 on roll (2024-25)** **Information Based on 339 on roll (2025-26)**	**Amount of Pupils**
Free School meals	Children in school who receive a free school meal based on their family income	***23% (76 pupils)*** ***24% (80 pupils)***
Service Children	Children who have parents that work or have previously worked in the forces	***1% (5 pupils)*** ***1% (5 pupils)***
LAC/ Adopted children	Children who are looked after/fostered or adopted	***1% (3 pupils)*** ***1% (2 pupils)***
Ever 6 PP	Children that had previous PP funding within the last 6 years.	***23% (76 pupils)*** ***24% (80 pupils)***
SEN & PP combined	PP strategies also support children with SEND	***9% (29 pupils)*** ***9% (32 pupils)***

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
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.
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.
3. **Improved reading attainment among disadvantaged pupils.**	KS2 reading outcomes in 2026/27 show that more of our disadvantaged pupils meet the expected standard.
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 *(see above - point 1)*; ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £89,207 (2024-25); £108,503.52 (2025-26)✅

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Enhanced capacity of staff to deliver high-quality maths instruction as reflected in professional development attendance and feedback. Visible improvement in student engagement and maths performance across all year groups, monitored through termly assessments. Positive shifts in maths teaching culture, as observed and reported in regular teaching audits.	2

Contribution of £44,603.50 towards staffing costs (2024-25) **Contribution of £54,251.76 towards staffing costs (2025-26)** ✅	Greater achievement of disadvantaged pupils achieving ARE in KS1 and KS2. Overall, we are aiming for 80% of all students to reach age-appropriate standards in fundamental maths concepts by the end of each key stage. Increased parental involvement as measured by attendance at workshops and positive feedback on home support materials. Reduction in the achievement gap between different pupil groups within the school. Higher maths scores for disadvantaged pupils at the end of Y6 compared to previous years. Increase in disadvantaged pupils' engagement in maths. Positive feedback from teachers, pupils, and parents https://educationendowmentfoundation.org.uk/	
Assessment Teacher training and release time. **Linked to CPD and funded through CPD budget: Contribution of £44,603.50 towards staffing costs** **Linked to CPD and funded through CPD budget: Contribution of £54,251.76 towards staffing costs** ✅	Improve assessment activities across the school leading to how data and pupil intervention can be delivered by Teachers to support pupil progress (e.g. focused Pupil Progress meetings). Making assessment data robust and deciding as a school a relevant and updated assessment cycle is key to achieving reliable data that plays an active part in moving children on. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction *(this can now be benched marked*	2,3

	across our Trust & locally / nationally): [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF]	

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

Budgeted cost: £11,780 (2024-25); £10,128.77 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dorset Reading Partners **£350 (2024-25)** **£320.50 (2025-26)** ✅	Dorset Reading Partners recruits, trains, equips and supports volunteers to provide tailored literacy support to young readers in primary schools across the county. Since 2006 their enthusiastic, committed and professional team of volunteer reading partners has helped thousands of Dorset children to become more confident, fluent and engaged young readers. [The Reading Partner Role]	**1,3**
ELSA & Service Children **ELSA training costs = £1,000; Total ELSA (staffing costs) = £5,240; Purchasing new books to support service children in school = £45.44 (2024-25)** **ELSA training costs = £1,000; Contribution towards ELSA staffing costs = £5,000 (2025-26)**✅	The ELSA programme is a tailored intervention designed to support the social emotional and mental health needs of children and young people. It is typically delivered by school support staff trained in relevant psychological theory. We have found ELSA helps to bring together our Service family children to aid them in sharing unique situations pertinent to their families and giving them a sense of wider community. In 2024-25, Abbey School had 6 Service children. In 2025-26, Abbey School had 5 Service children.	**1,2,3,4**

	[ELSA Network research]()	
Computing programmes to support reading and spelling **Cost of Nessy programme = £309; Staffing costs linked to the implementation of Nessy programme = £1274.40 (2024-25)** **Cost of Nessy programme and Dyslexia quest = £318.27; contribution towards the administration of the programme, £1,000 (2025-26)✅**	Small targeted interventions for reading and spelling using Nessy We have used this programme in previous years to support our disadvantaged children and they have proved very successful due to their nature. Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. EEF- using Digital Technology	**3,4**
Doodle Maths & Maths in General **Doodle Maths cost = £873; contribution of £500 towards Smartgrade (Assessment Tool linked to White Rose Maths)** **Doodle Maths cost = £990✅**	After carefully analysing of our maths curriculum over the last two years, we have realised that many of our children and in particular disadvantaged children struggle to retain basic maths concepts Doodle maths is powered by Proxima creates every child a personalised work programme tailored to their strengths and weaknesses. It revises the areas they're finding challenging and consolidates what they already know, helping to top-up and maintain their learning. At the same time, it makes sure that every child is working in their zone of proximal development (the area between what they can and can't do without help). By setting work at just the right level of challenge, Proxima enables all children to work independently and experience success, helping to boost their confidence.	**2,4**

	Smartgrade Maths Assessment Tool is directly linked to our Maths Scheme and supports benchmarking our pupils vs our other Trust & beyond schools. It enables us to analyse key areas for development in Maths EEF- using Digital Technology	
LSA-led intervention to support the acquisition of reading fluency. **Contribution of £2,188.16 towards staffing costs (2024-25)** **Contribution of £1,500 towards staffing costs (2024-25)✅**	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teacher assistant interventions Tool: Professor Tim Raskinski's 'Multidimensional Fluency Scale' to offer quick and manageable diagnostic assessment and work towards improving different dimensions of reading fluency,	**1**

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

Budgeted cost: £38,262 (2024-25); £7,788.71 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance **See PSA below**	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1,4
EBSA support for targeted families **Contribution of £2,000 towards**	**Emotionally Based School Avoidance (EBSA)** is a term used to describe children and young people (CYP) who experience challenges in	1,4

staffing cost for teacher and teaching assistant to administer the course in school (2025-26)	attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. The school is currently working with a number of our Pupil Premium families helping them access the EBSA programme to improve their children's attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	
Sure start programme support for families in our Reception classes (2025-26)	Sure Start aims to enhance the life chances for young children growing up in disadvantaged neighbourhoods and provide equal opportunity to early learning and childcare. Families who the school feels would benefit from the programme are made aware of it prior to their children joining our Reception classes Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1,4
Parent Support Advisor *(who also oversees ELSA)* **PSA cost = *£28,596 (2024-25)*** **Contribution of £2,844.36 towards PSA cost of *£29,511 (2025-26)*** ✅	We know parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. The EEF states that good parental engagement can make learning gains of +3 months over the course of a year. As it can be a challenge to involve parents in children's learning, our PSA makes sure that excellent relationships are formed with some of our most hard to reach families.	1,4

	How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice	
Forest School programme **Proportion of a designated teacher's wages to pay for CPD training for Forest School:** **£7,666 (2024-25)** **Proportion of a designated teacher's wages to pay for CPD training for Forest School: £2,844.35** **£ (2025-26)✅**	Our Forest School Programme, started this year, will be fundamental in helping our disadvantaged pupils achieve more from school. This programme is aimed at significant year groups in KS1 and KS2 to support our children's readiness for school and the ability to learn. The New Economics Foundation (NEF) evaluated Forest School and how it makes a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment These Forest School sessions will take place in small classes. International research	**1,4**

	evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. EEF- Reducing Class Size Social and emotional learning	
Financial support for clubs, trips and uniform **Total cost = £1,000 towards school uniform + £1,000 towards school trips (2024-25)** **Contribution of £100 towards school uniform and towards school trips**✅	Further support for all disadvantaged families to ensure children have access to everything they need. Based on Maslow's hierarchy of need, these aspects of school life are essential in supporting a child to succeed.	1,4

Total budgeted cost: £139,249 (2024-25); £126,421 (2025-26)

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, drawing on national assessment data and our own internal summative and formative assessments.

Internal data for Pupil Premium (Insight) 2023-24 shows:
Reading Progress: Non PP +0.4, PP + 0.4 = Very good progress for both groups;
Writing Progress: Non PP +0.3, PP + 0.2 = Good progress for both groups but 0.1 less so for PP children;
Maths Progress: Non PP +0.2, PP + 0.1 = Good progress for both groups but less so for PP children.
Reading Data, which was a focus on our School Development Plan, shows very good progress for both PP and non-PP groups, Maths data, which is a target this year, shows less progress, with PP children making 0.1 less progress than their peers.

Internal data for Pupil Premium (Insight) 2024-25 shows:
Reading Progress: No data available due to Covid pandemic;
Writing Progress: No data available due to Covid pandemic;
Maths Progress: No data available due to Covid pandemic

Internal data for Service children (Insight) 2023-24 shows:
Reading Progress: Not-Service +0.4, Service 0.2 = Very good progress for Not Service and good progress for Service children;
Writing Progress: Not-Service +0.3, Service + 0.6 = Very good progress for both groups, especially for Service children;
Maths Progress: Not-Service PP +0.2, Service + 0.2 = good progress for both groups.
Again, reading data, a focus on our school development plan, shows good progress for both groups of children, but more so for non-service children. Once more, while maths data, a target on our SDP this year, shows good progress, it is not as strong as in other subjects.

Internal data for Service children (Insight) 2024-25 shows:
Reading Progress: No data available due to Covid pandemic;
Writing Progress: No data available due to Covid pandemic;
Maths Progress: No data available due to Covid pandemic

Internal data for Free School Meal children (Insight) 2022-23 shows:
Reading Progress: Not- FSM +0.4, FSM + 0.4 = accelerated progress for FSM and accelerated progress for not-FSM group;
Writing Progress: Not-FSM +0.3, FSM + 0.2 = accelerated progress for not FSM and good progress for FSM group;

Maths Progress: Not FSM +0.2, FSM + 0.1 = Good progress for both groups, more so for the not-FSM group over the FSM group. Both FSM and non-FSM groups show excellent progress in reading with maths once more where the weakest progress is being made. Again, it is important to state that this subject will be a real focus for our school this year, as outlined in the school's SDP. **Internal data for Free School Meal children (Insight) 2024-25 shows:** Reading Progress: No data available due to Covid pandemic; Writing Progress: No data available due to Covid pandemic; Maths Progress: No data available due to Covid pandemic ***Note from Insight:*** *The figures shown on the report (e.g. +0.1, -0.1) represent the average progress score of the group. Each pupil that maintains their assessment level is assigned 0, those that move up a band get +1, those that move down a band get -1. These individual scores are averaged. Note: these are simple measures for guidance and are not the same as the published DfE progress scores.*

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
Doodle Maths	Doodle Learning
Charanga	Dorset Music Service
Language Angels	Nubridge Publishing
Times Table Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
PP Funding Coordinator (SG) has spoken directly to ALL our 5 x Service Pupils to ascertain need / resources required. In addition, all children are offered a free school jumper and access to themed books relating to the experience of having a parent in the forces.
The impact of that spending on service pupil premium eligible pupils
Pastoral support has been offered to families during challenging times. Additional information regarding events taking place for service families are shared through our

Class Dojo page. Parents contacted thus far (as off 11/24) have been pleased with the support offered by school.

PP Funding Coordinator (SG) contacted all parents of our five service pupils and invited them to a coffee and cake morning with their children to make them aware of the support offered by the school and also who they could contact throughout the year should they need to.The coffee morning was held in the 2025 autumn term. (2025-26). In addition, contact was made with Little Troopers, a national charity supporting service families (Email - Simon Garnett - Outlook)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.