Pupil premium strategy statement November/December 2026

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	Abbot Beyne School
Number of pupils in school	836
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2027/2028
Date this statement was published	November 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Jamie Tickle, Headteacher
Pupil premium lead	James Church, Deputy Headteacher
Governor / Trustee lead	Ian North, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,860
Recovery premium funding allocation this academic year	£0
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	£280,860

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum to ensure them a prosperous and successful life.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- 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	The attainment, especially in maths, of disadvantaged pupils is on average lower than that of their peers on entry to the school and, as is the case nationally, this gap is not closed by enough by the time they leave. Assessments on entry to year 7 and baseline tests in the last 5 years show that more of our disadvantaged pupils arrive below age-related expectations in maths compared to their peers.
2	KS3 disadvantaged pupils, on average nationally, have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This is also the case at Abbot Beyne and much time is spent to close the gaps with some success during disadvantaged pupils' time at school.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, disadvantaged students were more represented in the groups who did not engage with work set and who currently require additional support with social and emotional needs.
5	Our attendance data, in line with nationally, shows that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is also the case for those who are "persistent absentees". Therefore, all types of absenteeism amongst disadvantaged pupils is negatively impacting their progress.
6	Our observations, monitoring and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

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 Improved attainment among disadvantaged pupils across the curriculum and especially in maths at the end of KS4, with a focus on reducing the progress and attainment gaps.	By the end of our current plan in 2027/28, disadvantaged pupils should make at least as much progress as their peers and the attainment gap will have therefore reduced. 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Progress 8 score of above zero and above or similar to their peers • maths GCSE progress equal to or better than their peers
2 Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
3 Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it supported by homework completion rates across all classes and subjects and fewer homework detentions for disadvantaged students.
4 and 6 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: • the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being removed or reduced. • the percentage of all pupils who are persistently absent will be below National average and the figure among disadvantaged pupils will be no worse than their peers

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: **£21,575**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Leads (promoted posts)	Teaching metacognitive strategies to pupils is an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF Metacognition has been a feature of school CPD for several years and will continue to be so.	1, 2
Purchase of on line resources to support the 1:1 iPad model of delivery and the effective delivery of the curriculum.	iPad apps are rolled out to all students or groups of students as appropriate and support learning within and outside the classroom. All students have a 1:1 iPad and these also allow for effective, personalised remote learning. Disadvantaged pupils having access to technology has been shown to be an especially important factor in their success. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excel-	1, 3, 4

Teacher training and time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training) will be essential for this.	lence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2

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

Budgeted cost: **£41,178**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointing an EAL tutor and running an EAL intervention class for new arrivals to the country	Fluency in English is the key driver to accessing the curriculum effectively. A growing number of students, mainly disadvantaged, arrive with almost no English and our programme will assist them by rapidly getting their English to a base level where they can function effectively in the classroom. Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2
Provide a reading programme as a reading	Reading comprehension strategies can have a positive impact on pupils' ability	2

intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3

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

Budgeted cost: **£218,107**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	4
Appointed an Enrichment Co-ordinator to improve the range and participation in extra curricular activities	While quite expensive, enrichment provides a range of cultural capital and character improving opportunities that allows disadvantaged students to take advantage of a richness and breadth of	4 and 6

	experience that their peers might otherwise manage outside school. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Key staff will get training and release time to develop and implement new procedures. An Attendance support officers has been appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £280,860

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 last three academic years.

In 2026 Pupil Premium students achieved an Attainment 8 average of 41, whereas national PP students achieved only 35.6 in 2025 (awaiting 2026 national figures). NB Progress 8 figures are unavailable for this year group due to the cancellation of SATs post pandemic. This indicates that Pupil Premium students at Abbot Beyne school achieved more that half a grade better across all subjects that at other schools.

In 2025, the Attainment 8 gap between Pupil Premium (PP) and Non Pupil Premium (non PP) students was -1.16. This was slightly smaller than the previous year (0.12 smaller). The Progress 8 gap was -0.44, much smaller than the previous year (by 0.39). The chart below shows a positive picture where both gaps are decreasing over time.

In 2024, the Attainment 8 gap was -1.28. This was slightly smaller than the previous year (0.07 smaller). The Progress 8 gap was -0.83, also smaller than the previous year (by 0.29).

In 2023, the Attainment 8 gap was -1.35. This was greater than the previous year (0.34 larger). The Progress 8 gap was -1.12, also larger than the gap in 2021-22.

Results, generally, in 2023 were significantly better and this contributed to the rise in the gap.

Current 2023-24 Y11 projections show that the Progress 8 and Attainment 8 gap should decrease significantly to around 0.8 for each measure whilst maintaining the overall improvement of 2023.

Externally provided programmes

Programme	Provider

SPARX	SPARX
Accelerated Reader	Renaissance
PiXL	PiXL

Service pupil premium funding (optional)

Measure	Details

Further information (optional)