

Pupil premium strategy statement – Abbey Farm ET

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	177
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	1 year due to growing school and changing numbers
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	E Lindsay
Pupil premium lead	E Lindsay
Governor - Chair	S Wingrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,617

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 all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including progress for those who are high attainers or have the capacity to excel.

We recognise the unique challenges faced by vulnerable pupils, including those with a social worker, refugee status, and young carers. The activities outlined in this statement are designed to support their needs, regardless of whether they are classified as disadvantaged.

High-quality teaching is at the heart of our approach, concentrating on areas where disadvantaged pupils require the most support. Our strategy for delivering interventions prioritises blocks of more intense learning rather than low-level support spread over an extended period. This method aims to create momentum in learning and provide targeted instruction to address any gaps in knowledge.

Most of our interventions are bespoke, tailored to the individual needs of each child or group, rather than relying on generic schemes. This personalised approach ensures that every pupil receives the specific support necessary to thrive academically.

At AFET we are dedicated to delivering the highest level of educational interventions, with a particular focus on our School Development Plan (SDP) this year. Our reading programme, utilising the **Little Wandle** scheme, is designed to enhance phonics/literacy skills effectively. We are also collaborating with the Ramsbury English Hub, which provides exceptional levels of challenge, training, and coaching for our staff, ensuring that our teaching methods are both innovative and impactful.

In mathematics, we are actively engaging with our local hub to develop a bespoke curriculum informed by the **White Rose** approach. This tailored curriculum will address the specific needs of our students and promote a deeper understanding of mathematical concepts. Our commitment to these initiatives reflects our unwavering focus on fostering an enriching learning environment that supports all learners in achieving their full potential.

Some pupils face social and emotional challenges that hinder their self-regulation and decision-making, especially during anxiety or conflict. These difficulties impact their learning and that of their peers. Therefore, a tailored approach is crucial, based on each pupil's Individual Learning Plan. At AFET we are looking are developing a bespoke room to meet the needs of these children so that they have a place to feel safe and be able to explore and gain control over their emotions.

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 thrive. 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	High level of SEMH support required
2	Interventions within Maths and English to close the gaps
3	Individualised nurturing of an identified talent

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
Expected to improve emotional regulation, reduce behavioural issues, and enhance overall student well-being.	Improved emotional regulation and peer relationships. Improved ability to remain in mainstream classroom for sustained periods of learning
Improved reading skills and confidence in literacy and maths.	Increased attainment in maths and English.
Increased student engagement and self-efficacy.	Increased motivation and skill development in specific areas.

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a whole-school approach to social and emotional learning (Zones	EEF research shows that targeted interventions can significantly improve emotional well-being and reduce anxiety.	1

of Regulation) through a structured curriculum.		
Develop consistent use with all staff, our AFET positive behaviour policy to ensure clarity for both staff and children with ever changing cohort needs.	EEF findings suggest that targeted interventions can effectively reduce behavioural issues.	1
Complete training staff in trauma-informed practices to support children with adverse experiences. (2 days)	Evidence from the EEF shows that counselling can improve emotional well-being and academic performance.	1

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

Budgeted cost: £13,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration and tracked with our local English hub based in Ramsbury.	Research from the EEF indicates that systematic phonics approaches can significantly improve reading outcomes for disadvantaged pupils (EEF, Phonics). <i>*Improved phonics knowledge and reading fluency among disadvantaged pupils.</i>	1,2
Additional small group interventions led by teacher/HTLA for intense blocks of work to address specific learning objectives, including: High Frequency Words Fine Motor Skills Reading Number Bonds	The EEF's Teaching and Learning Toolkit shows that small group tuition can lead to an average of 4 months' additional progress (EEF, Small Group Tuition). <i>*Enhanced understanding and retention of key skills in literacy and numeracy.</i>	1,2
Additional reading sessions with a Learning Support Assistant before school to supplement the work being done at home and school.	EEF research indicates that targeted reading interventions can improve reading comprehension and fluency (EEF, Reading Comprehension Strategies). <i>*Increased reading confidence and skills among disadvantaged pupils.</i>	1,2
Teacher led interventions for individuals and groups in blocks to support High quality teaching that is time limited but with bespoke targets will have	EEF research indicates that explicit instruction can lead to significant improvements in pupil outcomes, particularly for disadvantaged pupils.	1,2

a strong impact on learning. The interventions will be formed on a 'little and often' basis, reviewed each term. 1,2,4 8 learning in specific areas: Writing Reading & Comprehension Mathematical concepts	*Improved pupil engagement and attainment in writing, reading, and mathematics.	
Support for SEMH provided via SBC Assistant Ed Pysch for small group intervention work	Research shows that staff training in SEMH can lead to improved pupil behaviour and engagement. *Enhanced staff capability to support pupils with SEMH needs, leading to improved classroom behaviour.	1,2
Support for SEMH from local AP but within the school provided mentor	EEF research indicates that a whole-school approach can lead to better mental health outcomes for pupils. *A more supportive school environment that promotes positive mental health.	1,2

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

Budgeted cost: £1130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Research from the EEF indicates that effective behaviour management can lead to improved academic outcomes (EEF, 2019). *Improved behaviour across the school, leading to enhanced learning environments.	1
Staff training on de-escalation approaches, alongside safe and positive handling techniques.	EEF research shows that training in de-escalation can reduce incidents of challenging behaviour (EEF, 2019). *Reduction in behavioural incidents and improved staff confidence in managing challenging situations.	2
Introduction of identifying and nurturing child specific talent e.g. musical	EEF highlights that arts participation can enhance academic performance and social skills (EEF, 2021). *Increased engagement and self-esteem among pupils, leading to better overall academic performance.	3

--	--	--

Total budgeted cost: £ 14,617

Externally provided programmes

None

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2024-2025)

This report outlines the impact of Pupil Premium funding at AFET Primary School, focusing on initiatives aimed at improving behaviour, attendance, and social, emotional, and mental health (SEMH) for disadvantaged pupils. Key achievements include enhanced teacher professional development, the establishment of a nurture room, and the implementation of a new assessment system, which collectively contributed to improved support for pupils with SEMH needs. Attendance among vulnerable children has increased, and the introduction of targeted support strategies has fostered resilience and engagement. However, challenges remain in sustaining these improvements and ensuring consistent impact across all areas. The report concludes with actionable recommendations for further enhancing Pupil Premium effectiveness and strategic implications for the governing body.

The school has made significant strides in improving behaviour and addressing SEMH needs among pupils. Professional development for teachers, including Team Teach training, has enhanced their ability to support children with SEMH challenges. The introduction of a nurture room has provided a dedicated space for pupils to transition back into learning effectively.

Attendance rates for Pupil Premium children have shown improvement, attributed to targeted support and engagement with families to address barriers. The school has successfully increased parental involvement through one-on-one meetings and the FACE service, which offers accessible webinars.

Teachers have strengthened their understanding of adapting the curriculum to meet diverse needs, utilising the Cherry Gardens assessment system to reduce anxiety and support individual learning pathways. This approach has been pivotal in ensuring that SEMH does not hinder achievement in core subjects.

- The following actions have been implemented to enhance Pupil Premium impact:
- **Professional Development:** Ongoing training for staff to improve support for SEMH, including Team Teach and curriculum adaptation strategies.
- **Nurture Room Development:** Establishment of a nurture room to facilitate a calming environment for pupils transitioning back to learning.
- **Targeted Support Initiatives:** Implementation of the Learn Together strands focusing on resilience, complemented by Values assemblies and the Rights Respecting Bronze Award.
- **Play Therapy:** Continuation of play therapy services, which have received positive feedback from pupils and have been integrated into classroom practices.
- **Wider Strategies for Attendance:** Enhanced after-school club offerings leading to increased participation, alongside targeted family support initiatives.
- These initiatives are aligned with the school's strategic priorities, aiming to create an inclusive environment that fosters academic and personal growth.
- The impact of these initiatives has been notable:
- **Behaviour and SEMH:** Improved behaviour and emotional well-being among pupils, with qualitative feedback indicating a positive shift in classroom dynamics.
- **Attendance:** Increased attendance rates for Pupil Premium children, reflecting the effectiveness of targeted family engagement strategies.
- **Academic Achievement:** Early indicators suggest that the adaptations made to the curriculum and assessment processes have contributed to improved outcomes in core subjects for disadvantaged pupils.
- **Community Engagement:** Enhanced parental involvement through the FACE service has strengthened the school-community relationship, fostering a supportive environment for pupils.