

# Pupil premium strategy statement – Abbey College, Ramsey

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	Abbey College, Ramsey
Proportion (%) of pupil premium eligible pupils	1097 28% (284 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 – 2027/8
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andy Christoforou, Headteacher
Pupil premium lead	Samantha Moore  Associate Assistant Headteacher
Governor / Trustee lead	Lisa Williamson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£265,525

# Part A: Pupil premium strategy plan

## Statement of intent

The Abbey College Pupil Premium strategy provides a clear, evidence-based framework to remove barriers to learning for disadvantaged pupils. It combines broad support with targeted small group interventions tailored to the specific needs of each year group, ensuring help is based on need, not label.

This three-year plan identifies the unique challenges faced by our Pupil Premium pupils, ensuring all interventions are targeted, evidence-informed, and appropriate. Following DfE statutory guidance (March 2025) and the EEF's tiered approach, we prioritise:

- High-quality teaching as the foundation of all pupil premium spending.
- Targeted academic support tailored to individual needs.
- Addressing non-academic barriers such as attendance, wellbeing, and social development.

We involve governors, senior leaders, SENCo, safeguarding leads, and external partners to build a strong implementation team and ensure whole-school commitment.

Beyond academic progress, we support four key areas critical to long-term success:

- Education, training, and employment readiness
- Health, safety, and wellbeing
- Community engagement
- Social development

By addressing these areas, we help disadvantaged pupils thrive academically, socially, and personally, preparing them for life beyond school.

A key focus is fostering a strong sense of belonging at Abbey College. This boosts pupils' motivation, wellbeing, and engagement by helping them feel valued and connected. Promoting inclusion and positive relationships builds confidence, resilience, and commitment to learning and future goals.

### Alignment with School Improvement Priorities

- **Attendance:** Our strategy actively addresses attendance challenges, recognising the strong correlation between regular attendance and academic success. Targeted support and monitoring aim to reduce absence rates among disadvantaged pupils, thereby improving their access to the full curriculum and opportunities for progress.
- **Inclusion:** By fostering a culture of belonging and inclusion, the strategy ensures that disadvantaged pupils feel valued and connected within the Abbey College community. This promotes equity and supports pupils with diverse needs, including those with SEND and EHCPs, to fully participate and thrive.

- **Safeguarding:** The strategy integrates safeguarding principles by supporting pupils' wellbeing and safety as foundational to their ability to learn and engage. Close collaboration with designated safeguarding leads ensures that vulnerable pupils receive timely and appropriate support.
- **Quality of Education (Curriculum, Teaching, and Achievement):** Interventions are designed to complement and enhance the quality of education by embedding targeted academic support within the curriculum. Professional development for staff ensures high-quality teaching tailored to the needs of disadvantaged pupils, driving improved progress and attainment in line with school targets.
- **Behaviour & Attitudes:** By promoting positive relationships and a strong sense of belonging, the strategy supports improved behaviour and attitudes towards learning. This contributes to a positive school climate where all pupils can engage confidently and demonstrate resilience.
- **Personal Development & Wellbeing:** The strategy recognises that academic success is intertwined with personal development. It includes support for health, wellbeing, social development, and readiness for education, training, and employment, ensuring disadvantaged pupils are equipped to succeed beyond school.

To that end, the key priorities for this strategy this academic year are to:

- Reduce the attendance gap between PP and nPP Year 11 pupils to less than 8%
- Increase the percentage of pupils from underrepresented or disadvantaged backgrounds participating in OOPs by at least 20% by July 2026.
- Move the percentage of PP pupils in each Wellbeing Wave towards being in line with nPP.
- Reduce Progress 8 for PP pupils to less than 0.5 of a grade at the end of KS4.
- Provide all pupils with at least 3 experiences of the working world and at least two one-to-one meetings with the Careers Advisors between Years 7 and 13.

Annual evaluation of interventions and their impact on pupil outcomes will be rigorously undertaken to allow us to adjust provision as necessary. This ongoing monitoring and evaluation process ensures that our strategies remain effective, sustainable, and responsive to changing needs. We are committed to using data on attainment, attendance, and engagement to measure success and refine our approach, thereby maximising the educational outcomes for our disadvantaged pupils.

This holistic approach takes full account of the unique barriers pupils face that may impact their educational progress and readiness to participate in school life, ensuring that all disadvantaged pupils have the opportunity to thrive academically, socially, and emotionally within the Abbey College community.

## Challenges

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

Challenge number	Detail of challenge
1	The identification of barriers unique to Abbey College pupils to ensure that disadvantaged pupils are not treated as a homogenous group.
2	To understand to what extent any gap present at the end of KS4 has changed during a pupil's time at Abbey College.
3	At Abbey College on average PP pupils make less progress and attain less well than non-PP pupils PP pupils lack access to resources, and this acts as a barrier to achieving grades and progress in line with non-PP pupils.
4	Reading comprehension and fluency impacts progress in all subjects. NGRT results with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their non-PP peers.
5	PP pupils have lower readiness to learn scores as shown by their Performance Learning survey where PP pupils score lower than non-PP on average. Categories such as self-perception and effort and determination towards their work, measure their perceived academic ability to succeed and their self-image and ability to succeed well beyond the time in school. The average PP score puts them on High Alert with non-PP pupils on average on Moderate Alert.
6	PP pupils are less likely to have the knowledge and awareness of range pathways available to them post-16 and post-18. Pathways chosen by PP students post 16 are less likely to be sustained compared to their non-PP peers
7	PP pupils are more likely to require support to respond to social and emotional issues at Wave 2 or above.
8	PP pupils are less likely to have had wider opportunities to build their 'Cultural Capital'.
9	PP pupils are more likely to have poorer attendance as they do not feel that they belong to the community of Abbey College, this in turn affects their academic performance.
10	PP pupils are more likely to struggle with the transition from primary to secondary school and as such accrue more points in our behaviour system reducing their spirit: behaviour ratio during their first term, impacting their sense of belonging as a member of Abbey College.

## 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 create an inclusion dashboard which allows staff to identify students in need of intervention and to track and monitor interventions in place.	
2. To develop a starting point from which to benchmark future comparisons in order to evaluate the impact of the PP strategy going forward.	
<p>3. Ensuring PP pupils are at least in line with their peer’s attainment and progress across the curriculum.</p> <p>To prioritise the quality assurance of teaching for disadvantaged pupils.</p> <p>To improve the progress of ‘nurture’ pupils through tailored strategies.</p> <p>To support parents in supporting their child’s learning.</p> <p>PP pupils to have full access to resources (in school and at home)</p>	<p>2025-26 KS4 outcomes demonstrate pupils achieve:</p> <ul style="list-style-type: none"> <li>• Basics 4 is at 58% for PP pupils</li> <li>• The average grade is 4 for PP pupils</li> <li>• Progress 8 for PP pupils to no greater than -0.50</li> </ul> <p>Staff will implement a T&amp;L policy that is creative, challenging and inclusive which features:</p> <ol style="list-style-type: none"> <li>i. Metacognition</li> <li>ii. Assessment for learning</li> <li>iii. Retrieve, Receive, Retain</li> <li>iv. Rosenshine’s principles</li> <li>v. Vocabulary acquisition</li> </ol> <p>This will be evidenced by lesson observations</p> <p>Staff to be actively trialling strategies to support identified academic nurture pupils. This will be evidenced by lesson observation and seating plans.</p> <p>Increased PP parent participation at Parents’ Evening. Attendance numbers for PP are broadly in line with those of Non PP parents.</p> <p>PP pupils provided with a range of resources, which enable them to fully access the curriculum</p>
4. To bring the literacy and maths skills of PP pupils in line with their peers.	Pupils reading comprehension and spelling will improve, reducing the gap between PP and non-PP learners. This will be measured using NGRT with 90% of pupils achieving an SAS of >88 in the reading tests in Year 8

5. Improved readiness to learn	Performance Learning survey data with parity between percentages of high alert PP and non PP pupils
<p>6. All PP pupils between Year 7 -13 to have:</p> <ul style="list-style-type: none"> <li>• experienced at least 3 experiences of the working world</li> <li>• attended at least 2 one-to-one meeting with the Careers Advisor.</li> </ul> <p>Logged on Compass +</p>	All Year 11 students have a sustained post-16 destination in the Autumn Term following their GCSE examinations.
7. Improved wellbeing through priority access to counselling and mentoring.	Number of Wave 2 students identified as PP decreased from starting point.
8. Increased PP attendance/ access to extra-curricular activities, trips and events both in the academy and outside	Increase the percentage of pupils from underrepresented or disadvantaged backgrounds participating in OOPS by at least 20% by July 2026, tracked through half termly participation audits.
9. To improve attendance for all pupils and bring PP pupils in line with non PP pupils.	The Attendance gap of Year 11 PP and nPP pupils is less than 8%.
10. Smooth transition from primary to secondary	By the end of Year 7 the Spirit: Tell ratio for PP pupils will be broadly in line with that of non-PP.

## 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: £ 134,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To prioritise the quality assurance of teaching for disadvantaged pupils.</p> <p>Staff will implement a T&amp;L policy that is creative, challenging and experimental which features:</p> <ul style="list-style-type: none"> <li>i. Metacognition</li> <li>ii. Assessment for learning</li> <li>iii. Retrieve, Receive, Retain</li> <li>iv. Rosenshine’s principles</li> <li>v. Vocabulary acquisition</li> </ul>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium’. EEF</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p><u>Metacognition and self-regulation   EEF</u> Quality teaching for all has the greatest impact on raising level of progress of all pupils, and especially disadvantaged pupils, according to EEF Toolkit (2019).</p> <p>‘Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning to challenge all pupils—is likely to be valuable.</p> <p>This will be coordinated to match the research provided by the <u>Putting</u></p>	<p style="text-align: center;"><b>3</b></p>

	<a href="#">Evidence to Work - A School's Guide to Implementation   EEF (</a>	
To improve the progress of 'nurture' pupils through tailored feedback	The use of formative assessment strategies has been shown to have a disproportionately positive impact on pupils with lower prior attainment, helping to close the achievement gap.  <a href="#">Embedding Formative Assessment   EEF</a>	<b>3</b>

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

Budgeted cost: £ 65,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised academic and wellbeing diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and appropriate interventions are implemented.</p>	<p>Standardised tests NGRT and YARC 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.</p> <p>Performance Learning used to identify barriers to learning and well-being with lessons and tailored interventions used to provide targeted academic support to ensure academic success.</p> <p><a href="#">EEF Blog: Measuring up - helping teachers to assess better   EEF (educationendowmentfoundation.org.uk)</a></p>	<b>3,4,5</b>
<p>Ensure all pupils including PP learners have a careers education that delivers the following:</p> <p>Embedded career links in the curriculum.</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon</p>	<b>6</b>

<p>One to one guidance</p> <p>Work experience</p> <p>Access to careers programme from Yr7 – 13</p> <p>Tracking, monitoring and intervention programme</p>	<p>have the most to gain from high-quality career guidance.</p> <p><a href="#">Good Career Guidance   Education   Gatsby</a></p> <p>Most young people have high aspirations for themselves. Ensuring that pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. <a href="#">Aspiration interventions   EEF</a></p>	
<p>Improved communication with parents</p>	<p>Parents/carers are given priority booking for virtual Parent's evenings.</p>	<b>3</b>

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

Budgeted cost: £65,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils to have full access to resources (in school and at home). Uniform, PE kit, revision guides, catering ingredients, calculators, cameras, art kits, laptop and internet access to remove barriers to learning or attendance. Ensure that funding 'attached' to PP pupils is strategically planned and impactful.</p>	<p>Providing a range of resources to PP pupils removes the barrier to fully access the curriculum.</p> <p>Roll out revision guides in Year 10.</p>	<b>3</b>
<p>The development of multi-tiered support system in which after an absence pupils receive individualised return to school meetings to support 'reintegration' and enhance belonging within which the Attendance and Admission Officer plays a key role.</p>	<p>The primary rationale for high-quality attendance data is the relationship between pupil attendance and pupil achievement.</p> <p>Regular attendance is important. Pupils are more likely to succeed when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of pupils are</p>	<b>9</b>

	<p>frequently absent. In addition to falling behind academically, pupils who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities.</p> <p>National Centre for Education Statistics, <a href="#">Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data - Why Does Attendance Matter?</a></p> <p>Embedding principles of good practice set out in DfE's Working together to improve school attendance - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>) advice</p>	
<p>A dedicated Welfare Team for each Key Stage who support intervene with and/or refer students to external agencies who are in need of additional support for wellbeing either in the short- or long-term.</p>	<p>The Welfare Team are non teaching staff who work with students to help them develop strategies to allow them to support their wellbeing both inside and outside of school. With the aim of developing resilient young people.</p> <p><a href="#">Healthy Minds - trial   EEF</a></p>	<b>7</b>
<p>Specialist Raising Standard Lead in Year 7 to support the transition of pupils, with a particular focus on an extended/bespoke transition for vulnerable pupils. Pupils will benefit from specially trained tutors and RSL who deliver a bespoke tutor programme as well as monitoring behaviour, attendance, achievements and wellbeing.</p>	<p>The Year 7 raising standards lead is not teaching staff and has a strategic view over the year group with a specialist team of tutors. Pupils benefit from a bespoke transition programme and analytical monitoring of factors that affect attainment.</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Aspiration interventions   EEF</a></p> <p><a href="#">Summer schools   EEF</a></p>	<b>10</b>
<p>OOP programme to increase the cultural capital and aspirations of all pupils including PP pupils.</p> <p>Provide a wide variety of opportunities for pupils to learn about new things and develop holistically.</p>	<p>The Other Opportunities Programme runs across KS3 and provides enrichment of the curriculum and cultural capital to all learners. It provides a wide variety of opportunity</p>	<b>8</b>

	<p>for pupils to learn about new things and develop holistically.</p> <p>Trips. Ensure access to all curriculum trips to prevent social exclusion and offer a</p> <p>Breadth of opportunities to PP pupils such as residential trips, curriculum-based trips, enrichment trips, university trips that lead to greater ambition.</p> <p><a href="#">Arts participation   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	
<p>Pupil Support - Welfare. Safeguarding Officer; to work with vulnerable pupils. Welfare team, support pupils with welfare needs that are impacting on their attendance, behaviour, progress or well-being.</p>	<p>EEF Pupil Premium Guide 2019:</p> <p>‘Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.’ To support and improve pupils coping abilities, self-worth, how to manage stress and focus and engage with school in a more positive way</p> <p>To support and improve pupils coping abilities, self-worth, how to manage stress and offer strategies in a safe listening space.</p> <p><a href="#">Healthy Minds - trial   EEF</a></p>	<p><b>7</b></p>

**Total budgeted cost: £ 265,525**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2024/25 whilst 55.3% of students achieved Basics 4, the average grade for PP students was 3.74 with the P8 gap between PP and non-PP widening slightly on 2023/24. The A8 gap between PP and non PP students sits at just over a grade. Therefore, this remains an ongoing challenge, with the new strategy taking a more tailored approach to addressing this.

The reading intervention implemented made gains with some pupils but this did not lead to a significant shift and the SAS of above 89 remains, for PP students in Year 8 below the National Average. However, the implementation of a new reading intervention strategy mid-year is seeing more gains, and we look to fully assess it's effectiveness in this cycle.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern. Whole school attendance as of July 2025 was 94.5% which is above national (92.9%) however PP attendance was down at 88.6% (slightly the above national average of 87.9%). Absence, including Persistent Absence has been identified as being more prevalent in Year 11 and therefore this year group are the focus of the new strategy when it comes to attendance.

Careers guidance for PP students remains a strength with a post 16 destination captured for all Year 11 Pupil Premium students in 2025/5. However, the latest IDSR data suggests that whilst our PP students enrol on post 16 courses in the September of Year 12, in 2023, 21% did not sustain this destination for 3 terms or more. Therefore, the shift in focus for in terms of careers and guidance for PP students is ensuring that planned next steps are achievable, realistic and sustainable.

The drive to improve attendance to extracurricular activities and trips has been effective with 54.4% of PP students attending one or more activity last year compared to 62% of non-PP students. This remains an area for development in the new strategy.

### Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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