

Pupil premium strategy statement – Abbey Farm ET Primary

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	105
Proportion (%) of pupil premium eligible pupils	6%
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)	1 year due to growing school and changing numbers
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	E Lindsay
Pupil premium lead	E Lindsay
Governor / Trustee lead	Sarah Wingrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7659
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£7659

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	<i>Significant SEMH challenges within both school and outside in the community</i>
2	Additional support across the curriculum where SEMH impacts on learning

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
To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils.	CPOMS entries will reflect a decrease in incidents from vulnerable children. Student voice groups such as School Council will provide anecdotal evidence on wellbeing and safety. Participation levels of vulnerable children in extra curricular activities will be in line with those not in receipt of pupil premium.
Attendance of vulnerable children will have increased	Aim is for attendance to average over 95% for vulnerable children.
SEMH does not impact achievement in core subjects	Assessments and observations will demonstrate attainment gaps are closing in core subjects. Book monitoring will evidence levels of work in line with peers, or good progress having been made.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development for teachers on SEMH needs</p> <p>Investing in training for teachers, such as courses on understanding and supporting SEMH, can enhance the school environment by enabling educators to better identify and support pupils with SEMH needs. Research, such as that by the Education Endowment Foundation, has shown that well-trained teachers can significantly affect pupils' emotional and behavioural outcomes.</p>		2,3
<p>Curriculum adaptations</p> <p>Adjusting the curriculum to include elements that specifically address emotional and social skills can positively impact pupils' SEMH. This could involve integrating social skills training into daily lessons.</p>		2,3

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

Budgeted cost: £ 5159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring and coaching</p> <p>Establishing a system where students with SEMH needs are given targeted mentoring and coaching can help improve their emotional resilience and academic performance. This is supported by evidence suggesting that mentoring has a positive impact on children with behavioural issues.</p>	<p>Social and emotional learning EEF</p>	2,3
<p>Structured interventions</p> <p>Deploying structured, evidenced-based interventions like cognitive behavioural techniques within the school setting can provide direct support to pupils with SEMH</p>	<p>ELSA interventions for children encountering mental health</p>	2,3

needs, helping them to manage their emotions and behaviour more effectively.	and/or SEMH needs. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
Peer support groups Implementing peer support groups where pupils can share experiences and strategies can help reduce feelings of isolation and improve social interactions.	Social and emotional learning EEF	2,3
Play Therapist Play therapist employed to work 1:1 with children over Terms 1/2/3/4.	Play-based learning EEF	2,3

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance Developing programmes that encourage regular attendance, such as through personalised support plans or incentives for consistent attendance, can help pupils with SEMH by providing a stable routine.	SBC toolkit School attendance Swindon Borough Council	2,3
Extra-curricular activities Offering clubs that focus on interests such as drama, music, or sports can provide outlets for expression and coping, enhancing pupils' emotional and social skills.	https://nationalcollege.com/news/maximising-your-pupil-premium-in-line-with-eef-recommendations	2,3
Parental engagement initiatives Improving communication with parents of students with SEMH needs and providing them with tools to support their children's emotional health can	SBC - external services such as managing challenging behaviour -	2,3

create a supportive home environment that complements school strategies.	impact data given on request	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

N/A due to second year of school and low numbers of pp children