

Pupil Premium strategy statement: Abacus Belsize Primary School

EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Abacus Belsize Primary School
Number of pupils in school	171
Proportion (%) of Pupil Premium-eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2025/26- 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Melissa Chandler (Headteacher)</i>
Pupil Premium lead	Miriyan Sikkens (Deputy Headteacher)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£48,480
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£48,480

Current Attainment 2025	PP 2025	Non-PP 2025	PP nat ave
Proportion attaining expected standard in Reading	88%	100%	63%
Proportion attaining expected standard in Writing	88%	91%	58%
Proportion attaining expected standard in Maths	88%	82%	61%
Proportion attaining expected standard in Combined	88%	82%	47%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflection on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
<p>1. Phonics outcomes for disadvantaged pupils will increase.</p>	<ul style="list-style-type: none"> • For 2025, Abacus had a 96% outcome for the phonics check with one disadvantaged/ SEN child not meeting the expected standard. 5/6 disadvantaged children met the expected standard. 5 children took part in the year 2 re-sit, of the two disadvantaged child who retook the test, one met the expected standard. • Three disadvantaged children in year 2 received additional phonics support through small group interventions and joining year 1 phonics sessions. This enabled gap filling for children as well as increasing confidence in reading and writing. For one child, this showed accelerated progress from low phonics starting points after being educated overseas in year 1. • Phonics lead led a robust monitoring and assessment cycle, ensuring that children in years reception-2 and KS2 were identified early and interventions were in place
<p>2. Reading and writing outcomes for disadvantaged pupils will increase.</p>	<ul style="list-style-type: none"> • Of the 8 disadvantaged children in KS2, 88% met the expected standard in reading and 13% met the standard for greater depth. • In KS2 writing, 88% met the expected standard • Increased engagement in literacy lessons reported by all class teachers as a result of enhanced literacy tree planning, based on high quality texts. • Lesson hooks were observed to have a positive impact on providing background knowledge for disadvantaged children • Prioritisation of key vocabulary and background knowledge in daily reading lessons had a positive impact on disadvantaged children's language acquisition. • Progress and interventions of disadvantaged children was carefully monitored by deputy headteacher in pupil progress review meetings ensured that quality first teaching (universal) and targeted offers directly impacted all disadvantaged children.
<p>3. Oral language skills for disadvantaged pupils will develop.</p>	<ul style="list-style-type: none"> • Explicit oracy assemblies and cold calling prioritised disadvantaged children, as a result, children who were previously reluctant to participate were joining in without hesitation and with increased confidence. • Sentence stem usage was observed to support disadvantaged children in discussions across the curriculum • Timi Champions confidently presented during ACC meetings and at the summer workshops in a room of their peers • Strong KS2 reading results suggest that disadvantaged children have a wide understanding of vocabulary
<p>4. Enrichment opportunities will support the development of cultural capital.</p>	<ul style="list-style-type: none"> • All staff prioritised supporting vulnerable children on trips, for example spending more time explaining how to reread an information plaque in a museum • There were no vulnerable children not participating in trips due to cost, pupil premium funding subsidised costs as well as donations • All vulnerable children accessed the full range of enrichment opportunities the same as non-disadvantaged peers • All staff will plan how to focus disadvantaged children on enrichment trips, building cultural capital • The vast majority of disadvantaged children took up the offer of two free clubs each term at Abacus, this was a range of school-provided and outside club provider sessions (arts and crafts, free play, sports, musical theatre) • Disadvantaged children visited houses of parliament and took part in a speaking workshop • Disadvantaged pupil's families were supported at the school summer fair so that they were able to participate in activities without additional cost

	<ul style="list-style-type: none"> Resources to support home learning were purchased to support the core curriculum as required, for example phonics flashcards to enable additional work at home
Attendance for disadvantaged pupils will be in line with the whole school.	<ul style="list-style-type: none"> Abacus yearly attendance 24-25 96.1% with disadvantaged children 93.2% Of the 8 PA children for 24-25, 6 of these were disadvantaged. As a result of this, our attendance strategy was adapted to reflect this. As a result of these interventions, all children showed improvements to their attendance. Where required, school worked closely with Camden attendance to ensure that children were at school and on time.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Disadvantaged children continue to be a priority for early reading and meeting the expected standard for the phonics check
2. Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4. Children from disadvantaged backgrounds continue to have fewer enrichment opportunities outside of school time.
5. Attendance for disadvantaged children is below that of the whole-school attendance figures and is over-represented in PA

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Phonics outcomes for disadvantaged pupils will increase.	<ul style="list-style-type: none"> Disadvantaged children will receive phonics interventions and support early, allowing for time to make rapid progress Disadvantaged children will meet the standard for phonics, previously 32/40 words correct Disadvantaged children will be monitored by phonics lead across the school, ensuring that there is no delay to rapid catch-up interventions Opportunities for 1:1 reading for disadvantaged children will be priorities and lead to developed fluency
Reading and writing outcomes for disadvantaged pupils will increase.	<ul style="list-style-type: none"> Enhancement of literacy tree programme will ensure learning opportunities for disadvantaged pupils lead to increased outcomes, increasingly in line with age-related expectations Hook lessons will be prioritised to give disadvantaged children additional background knowledge to access writing units Key vocabulary and background knowledge will be prioritised in daily reading lessons to provide all children with background knowledge to access reading and make links, increasing understanding and comprehension Interventions will be identified early, ensuring that short, sharp sessions impact progress within the classroom All vulnerable pupils will be discussed in half-termly pupil progress meetings
Oral language skills for disadvantaged pupils will develop.	<ul style="list-style-type: none"> Explicit oracy sessions will develop all children's understanding of talk and language

	<ul style="list-style-type: none"> - Discussion guidelines and sentence support structures will be displayed in classrooms and referred to, to give support to all vulnerable children - Additional oracy sessions will target disadvantaged pupils and raise their speaking - All children will be taught HOW to talk and will develop learning THROUGH talk, raising outcomes for all
Enrichment opportunities will support the development of cultural capital.	<ul style="list-style-type: none"> - Enrichment trips calendar will ensure all vulnerable children have access to a wide range of enrichment opportunities - All staff will plan how to focus disadvantaged children on enrichment trips, building cultural capital - Disadvantaged children will be encouraged and support to participate in enrichment activities (school council, Royal Albert Hall performance, art biennale, school summer fair etc) to further build cultural capital - Disadvantaged children will be prioritised for play therapy support
Attendance for disadvantaged pupils will be in line with the whole school.	<ul style="list-style-type: none"> - Disadvantaged pupils will be prioritised by attendance lead and SLT so that drops in attendance are addressed quickly - Individual families will be supported as needed to ensure that they are in school, the few disadvantaged families with poor attendance will improve compared to last academic year - Attendance strategy ensures that disadvantaged families are prioritised for contact and support with attendance - Breakfast club is free and will support disadvantaged children who are more likely to walk to school than come on the bus service

Actions to address the challenges listed above.

Teaching Budgeted cost: £20,000

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (when/what/who)
Delivery of phonics lessons by all staff will be of high quality, including subscription for Little Wandle and access to regular training sessions and assessment tracking resources. (priority 1,2)	AR	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence shows systematic and effective phonics teaching raises attainment for all children, particularly for fluency development.	
Enhancement of Literacy Tree programme, including ‘writing for real’ opportunities and wider curriculum reading opportunities in line with DfE and EEF guidance. (priority 1, 2, 3, 4)	AR/MC	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Quality first teaching using a range of strategies outlined in EEF guidance raises attainment and has the greatest impact on progress.	

CPD sessions target effective delivery of the core and wider curriculum, including specific scaffolding and support for all vulnerable children. (priority 1, 2, 3)	SLT	Effective Professional Development EEF (educationendowmentfoundation.org.uk) CPD sessions focussed on delivery of high-quality lessons and specific subject knowledge CPD has been shown to impact on children's outcomes.	
Further development of the school's oracy to move beyond teaching children HOW to talk to learning THROUGH talk. (priority 1, 2, 3, 4)	MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have a positive impact on children's outcomes, particularly children from disadvantaged backgrounds.	
Implementation of handwriting lessons to support transcription and spelling. Investment in handwriting lined books, visualisers and handwriting aids to support implementation. (priority 2)	AR	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF guidance that fluency in the skills of writing through extensive practise, support the development of composition within writing.	

Targeted academic support: Budgeted cost: £15,480

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Phonics interventions will be identified early using the Little Wandle 6-weekly assessment, with interventions given by highly trained staff who are monitored regularly. (priority 1)	AR/ MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Wider interventions will be identified during pupil progress review meetings and will be timetabled to prioritise short, sharp sessions which raise standards. Staff delivering interventions will be highly trained and monitored regularly. (priority 1, 2)	MT/MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Oracy sessions targeted towards disadvantaged and vulnerable children with deputy head teacher. (priority 3)	MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	

		High impact intervention which has extensive research supporting improvement for vulnerable children.	
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Wider strategies: Budgeted cost: £13,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Attendance tracking and support is monitored to intervene at the earliest opportunity to ensure that families are encouraged and supported to get children to school, and learning is not lost as a result of non-attendance.	MC/ JB	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Targeted support for individual families at Abacus has shown to improve attendance for families at risk of PA.	
Access to play therapist	MC/MS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning School internal assessments suggest that access for children with high social and emotional needs to play therapy sessions has an overwhelming positive impact on their ability to regulate within the classroom, allowing them to participate in learning opportunities.	
Enrichment opportunities will be identified to support cultural capital development of vulnerable children. (Including visits to art galleries, places of worship and overnight stays in UKS2)	SLT	Ensuring that children are given enrichment opportunities relating to the wider curriculum allows for development of cultural capital and deeper understanding of curriculum areas covered.	
Contingency fund for acute issues.	SLT	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.	

Total budgeted cost: £48,080

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)
[NFER – High quality teaching for all](#)

[EEF – Improving mathematics in KS2 & 3](#)
[NFER- Meeting individual learning needs](#)



[EEF – Teaching and Learning toolkit](#)
[EEF- Teacher feedback to improve learning](#)
[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)
[NFER – Clear responsive leadership](#)

[EEF – Effective Professional Development](#)
[EEF – Using digital technology to improve learning](#)
[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)