

Abbey Grange CofE Academy

Pupil Premium Strategy Statement 2025-2026

In partnership to
Educate, Nurture & Empower



Pupil premium strategy statement

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	272
Proportion (%) of pupil premium eligible pupils	22.6%
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)	2024/25 – 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachael Lacey-Cole
Pupil premium lead	Beth Benson
Governor / Trustee lead	Duncan Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,499
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 278,499

Part A: Pupil premium strategy plan

Statement of intent

1. At Abbey Grange Church of England Academy, we are committed to ensuring that all our students flourish and thrive. We are dedicated to providing a holistic education that addresses the needs of the whole child, with particular emphasis on supporting our disadvantaged students, fostering opportunities and achievement for all. We firmly believe that high-quality, inclusive teaching is essential to enabling our disadvantaged pupils to achieve their full potential and secure a diverse range of qualifications that will pave the way for their future success.
2. We believe in courageous advocacy and fostering a strong work ethic; we ensure that our students have access to a wide array of opportunities, including guest speakers, trips, performances, and extracurricular activities in sports, arts, and more to develop their oracy skills. These experiences contribute to developing confident, articulate, and enthusiastic individuals who are well-equipped to excel in interviews, presentations, and their future careers, no matter the path they choose.
3. Our goal is for disadvantaged pupils to achieve progress and attainment that at least matches or exceeds national averages for non-disadvantaged pupils. To achieve this, we employ innovative and effective strategies designed to make a meaningful impact on their educational outcomes. This includes focus on oracy and reading, providing pupils with the necessary resources, and creating a learning environment where they are prepared to succeed socially, mentally, emotionally, and physically. Every lesson delivers high-quality, inclusive teaching, and when students fall behind, they are provided with targeted, carefully evaluated interventions to support their academic recovery.
4. For attendance, we aim for disadvantaged pupils to meet or exceed the national standards of non-disadvantaged pupils, instilling the importance of attendance and punctuality for future success. Additionally, pupils are given varied and broad opportunities to participate in extracurricular activities that promote character development, nurture individual talents, and broaden their life experiences. These opportunities are designed to raise aspirations and empower pupils to acquire the qualifications they need to pursue their future goals.

Challenges

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

Challenge number	Detail of challenge
1	Improve quality first wave teaching across the academy
2	Access to a wide range of enrichment, extra-curricular, trips, character building and cultural capital opportunities
3	Numeracy and literacy interventions for those arriving in KS3 below national requirements and the promotion of high aspirations for numeracy and literacy for all pupils
4	Attendance and persistent absence of disadvantaged pupils to be in line with those of all pupils nationally
5	Development of oracy skills and embedding this into curriculum, offering opportunities for talk rich learning environments which leads to improved academic outcomes

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
Increased A8 for PP from 2025 figures through improved quality first wave teaching	<p>2023 figure for PP was 46.57, 2024 figure for PP was 46.57 and 2025 figure for PP was 48.6. There is an upwards trend, although with the academy regularly achieving 55 for its whole school measure, there is still need to reduce the internal gap.</p> <p>Robust and relentless use of quality first teaching strategies: Instructional Coaching; Rubrics Project; Forensic Reading, Mastery Maths and Oracy to narrow disparity of A8.</p> <p>SSIPS are used to ensure that staff are regularly and routinely evaluating need and adapting where necessary, using this to implement timely intervention.</p> <p>This Voice 21 Oracy approach yields pupils that are confident, with a wide range of strong qualifications, so they are able to</p>

	progress on to the very best destinations and that they are articulate and able to express themselves.
Increased number of trips and enrichment opportunities	<p>The vast majority of disadvantaged students attend at least one extra-curricular trip and are involved in at least one enrichment activity. These build character, close cultural capital gaps and help build the confidence in students.</p> <p>Work with Leeds United Foundation to reduce barriers to school attendance and to offer enrichment opportunities to disadvantaged pupils.</p>
Numeracy and literacy interventions for those arriving in KS3 below national requirements and the promotion of high aspirations for numeracy, literacy and oracy for all pupils. Pupils to be identified using SATs, STAR Reading Tests and information provided by primary schools	Any pupil arriving with KS2 scores (based on SATs, Primary School information, STAR Reading Tests and Baseline Testing) below national requirements into our KS3 receives rapid intervention to ensure they are at national requirements by the end of Y7.
Attendance and Persistent Absence of disadvantaged pupils to be in line with those of all pupils nationally.	<p>Absence and Persistent Absence of disadvantaged pupils matches or is below national for all pupils each year.</p> <p>Outstanding attendance means constant access to our best teachers and opportunities ensuring outstanding outcomes.</p>
Development of oracy skills and embedding this into curriculum, offering opportunities for talk rich learning environments	Oracy strategies launched in PSCHCE and threaded throughout all curriculum areas to create classrooms that are talk rich.

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: £ **139,349**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Instructional/ Leadership Coaching across the academy to improve all teaching at all levels. Rubrics programme which ensures all subject teachers are delivering clear messaging around the metacognition of preparing for examinations.	The Ambition Institute, Chartered College of Teaching, StepLab and a host of other research organisations have demonstrated that deliberate practice common in Instructional Coaching helps teachers incrementally improve their teaching and therefore improve pupil outcomes. Rubrics Programme is evidence based, alongside success at another school, and after a successful pilot within 3 key subjects is being rolled out across the academy.	1, 5
Improving quality first teaching across the Academy through: <ul style="list-style-type: none">• Highly effective CPD for Whole Staff, Subject and Bespoke Individual CPD.• Collaborative MAT Work• NPQs to promote leadership• Focus on staff wellbeing and workload	<p>The EEF state that 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'</p> <p>Quality teaching remains the highest priority, including professional development, training and support for early career teachers and recruitment and retention" in line with the 'Effective use of the pupil premium, EEF report 2019.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and continues to be a high priority for the academy.</p>	1, 5
Rigorous but supportive QA processes in place to monitor and assess T&L	Where there are inconsistencies in the quality of delivery, the academy has systems and processes to provide intensive support and coaching to rapidly improve classroom practice.	1, 5

Oracy Strategy	<p>Secured Voice 21 status and implementation of strategies across whole curriculum. Introduction and embedding of Talk Tactics in classroom is closely monitored by QA processes.</p> <p>The EEF report that the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	1,3, 5
Forensic Reading	<p>The forensic reading strategy focuses on understanding of written text and increases exposure to Tier 2/3 vocabulary. Fosters and facilitates pupils' comprehension, inference, contextual awareness and problem solving.</p> <p>The EEF research indicates that high quality reading comprehension strategies can have high impact on progress with +6 months.</p>	2,3
Leadership of Pupil Premium – Vice Principal: Inclusion to oversee and drive provision of PP across the academy	The EEF recommends that SLT are challenged and supported to ensure that pupil premium is spent in evidence informed ways. A member of SLT is in place to oversee this and hold other leaders to account as well as evaluate and audit provision	1
Strategic Seating Plans to improve the quality of feedback and bespoke classroom interventions	These establish an effective learning climate and promote individual and whole class feedback. Teachers use them to record attainment, ATL, SEND information as well as using a series of codes to drive intervention in the classroom through quality first teaching.	1,2
Mastery Maths using White Rose Maths	EEF state that Mastery Learning is very low cost but can provide up to +5 months impact	1

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

Budgeted cost: £ **41,745**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutors for Maths and Science	One to one and small group tuition by 2 tutors recruited to support Maths and Science. EEF research identifies 5 months progress.	3
Academic and Pastoral Mentoring	Mentoring can have +2 months impact on academic outcomes. However, it has a beneficial impact on the resilience and emotional development of pupils, offering them the opportunity to have assigned positive role models in the school community.	4, 2
National Tutoring Programme	One to one and one to three tuition involves a trained adult giving a pupil intensive individual or very small group (up to 3) support. This takes place outside of normal lessons as additional teaching. EEF research identifies 5 month progress. Pupils referred for English, Maths and Science.	2,3
French – Speaking 1:1	One to one tuition involves a trained adult giving a pupil intensive individual or very small group (up to 3) support. This takes place outside of normal lessons as additional teaching. EEF research identifies potential +5 month impact.	2, 5
Sparx Maths	Sparx is a personalised learning experience that analyses learning gaps then turns everything a learner needs to know into quiz questions that teach as well as test. Students are set weekly homework across KS3 & 4.	3
Sparx Reader	Successful implementation of Sparx Maths led to introduction of Sparx Reader Smaller groups experiencing extra recap lessons to fill gaps in learning identified by formal assessments and give further opportunities to practise	3, 5

	exam technique, knowledge recall or complete coursework.	
Holiday Workshops	<p>Targeted cohort take part in small group work to recap lessons and address identified gaps in learning.</p> <p>Focused on recall, retention, practice exam technique</p>	3, 5
After School Intervention	<p>Targeted cohort take part in small group work to recap lessons and address identified gaps in learning.</p> <p>Focused on recall, retention, practice exam technique</p>	3, 5
Y11 Study Area	Specific area for students to study social times and before school. Offering an effective learning environment conducive to study	2, 3, 4, 5
Culture Capital Exposure	<p>Increased and continued offer of enrichment opportunities and educational experiences to build cultural capital.</p> <p>Barriers to take up explored and navigated</p>	2, 3, 4, 5
Numeracy and Literacy Intervention	Sparx Reader and Accelerated Reader programmes used to intervene for bottom 20% of readers yielding up to +2 months impact	3
Parent/ Pupil Study Evenings	<p>Parents invited to school evenings to develop a shared understanding of the importance of revision by promoting evidence based revision and recall strategies (such as Cornell Notes or Regal Recallers)</p> <p>Key pupils targeted in Y11 and Y12 groups based on ATL and SPI data with an open invite to all. Community partners to be engaged to encourage higher attendance – consideration given to delivery of this within communities that are harder to reach</p>	3, 4, 5
Deployment of TAs to offer high quality, evidence based interventions around	EEF guidance document 'deployment of teaching assistants' outlines six recommendations for delivery of evidence based, structured interventions	1, 2, 3, 5

academic and resilience		
-------------------------	--	--

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

Budgeted cost: £ 97,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly discussion with form tutors and students around attendance. Attendance Officer sharing data weekly for staff to have conversations regarding absence.</p> <p>Attendance/punctuality report cards when appropriate. Regular communication with parents/carers around attendance from attendance officer and YM SEMH referrals to be made if needed.</p>	<p>EEF evidence shows correlation between attendance and punctuality and how this leads to improved outcomes for students</p>	4
<p>Partnership with Leeds United Foundation – appointment of Attendance and Behaviour Officer in partnership with foundation.</p>	<p>EEF supporting attendance hub details impact of mentoring and how this can be beneficial to attendance and behaviour of disadvantaged pupils.</p> <p>Use of opportunities within the foundation</p>	4
<p>Non-Authorising absence of pupils below 92%.</p>	<p>EEF notes the impact of ‘working with parents to support learning’ so introduction of clear and personal communications with parents/carers around attendance and having challenging conversations when attendance falls below expected standard. Approaching with sensitivity yet firmness to work with families to lift out of PA</p>	4

CPD for staff on emotion coaching, unconditional positive regard, and ACEs	Social and emotional learning approaches have a positive impact of around +5 months on average. Impact is more profound when embedded into routine educational practice and supported by highly effective CPD for staff	1, 2, 3, 4, 5
Communication and engagement with parents	<p>Tailor school communications to encourage positive dialogue with parents and carers about learning and attendance. Rewards strategy uses texts, letters and phone calls to promote partnership working. Regular communication with year teams as well as opportunities for parents to understand how to support their students by providing high quality information to families</p> <p>EEF reports that parental engagement can have +4 months impact.</p>	1, 2, 3, 4, 5

Total budgeted cost: £ 278,499

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

- Disadvantaged students at Abbey Grange CofE Academy made exceptional progress in 2025. A8 was 48.6 for disadvantaged students which was 2nd in the local authority and in the top 5% of schools in England. Of the disadvantaged students, 48.3% achieved a grade 5 or above in both English and Maths. Furthermore, average point score in EBacc is 4.51 with 73.3% entered for the EBacc.
- Quality assurance assessments confirm that teaching and learning at the academy are of high quality, supported by a comprehensive CPD program last year focused on deliberate practice and the implementation of Instructional Coaching. All staff participated in coaching, and this year, the program has been streamlined to focus on the best coaches, increasing their number of coachees and providing dedicated time for coaching.
- Additionally, the successful Rubrics pilot in 2023 helped contribute to improved Progress 8 scores for disadvantaged students, leading to its full implementation across all subjects and Key Stages 4 and 5. Targeted training for teaching assistants ensured that EAL and SEND pupils receiving Pupil Premium support received the necessary assistance. To further bolster this, tutor agencies provided additional support for Maths and Languages at KS4, as well as Maths and English at KS3.
- Attendance for Pupil Premium pupils stood at **** There were no permanent exclusions last year, and fixed-term exclusions were well below national averages, including for disadvantaged students. The attendance rate for disadvantaged students was in the top decile nationally and the highest in Leeds. Additionally, the percentage of disadvantaged students with persistent absence was in the lowest national decile and the lowest in Leeds.
- The accreditation of Voice 21 Oracy and implementation of formality scale, listening ladder and talk tactics began in the previous academic year with full rollout for 2025-26.
- All disadvantaged students participated in enrichment activities last year, and with the introduction of a new Year 7 residential trip every

disadvantaged student had the opportunity to experience at least one overnight trip.

Externally provided programmes

Programme	Provider
Sparx	Sparx
Accelerated Reader	Renaissance
Attendance and Wellbeing Mentor	Leeds united Foundation