

Pupil premium strategy statement - Eastrington Primary School

This statement details our school's use of pupil premium (and recovery 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	111 (including FS1s)
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2026
Date this statement was published	20/12/2024
Date on which it will be reviewed	September 2025
Statement authorised by	Heidi Gallagher (Headteacher)
Pupil premium lead	Heidi Gallagher
Governor / Trustee lead	Dianne Bonser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,450.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£26,450.00

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 to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 excel. 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from FS1 through to KS2 and,

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Reception class in 2024, 100% of our disadvantaged pupils entered school below age-related expectations in all areas.
3	Internal and external assessments indicate that attainment in all areas is among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 4 years, 100% of our disadvantaged pupils entered school below age-related expectations.
4	Teacher requests for support remain relatively high. 46.2% of pupils who are disadvantaged, currently require additional support through their EHCP, termly support plan, ELSA sessions or focused social groups.
5	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last four years, 100% of our disadvantaged pupils arrive below age-related expectations.
6	We have a high number of LAC children, many of whom also have an EHCP. Many of our Pupil Premium children struggle with their Social and Emotional Learning and have difficulty self-regulating, interacting with their peers and their attitude to 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved phonics outcomes for disadvantaged pupils	All pupils making good progress from their starting points in phonics.
Improved reading attainment among disadvantaged pupils.	Provision is in place to support pupils falling behind age-related expectations in reading. All pupils making good progress from their starting points in reading. KS2 reading outcomes show that the following percentages of disadvantaged pupils meet the expected standard: 2025/26 100% 2026/27 100% <i>(longer term dates set due to the majority of disadvantaged pupils being in KS1 or LKS2)</i>
Improved writing attainment among disadvantaged pupils.	Provision is in place to support pupils falling behind age-related expectations in writing. All pupils making good progress from their starting points in writing. KS2 writing outcomes show that the following percentages of disadvantaged pupils meet the expected standard: 2025/26 50% 2026/27 100% <i>(longer term dates set due to the majority of disadvantaged pupils being in KS1 or LKS2)</i>
Improved maths attainment for disadvantaged pupils at the end of KS2.	Provision is in place to support pupils falling behind age-related expectations in maths. All pupils making good progress from their starting points in maths. KS2 maths outcomes show that the following percentages of disadvantaged pupils meet the expected standard: 2025/26 50% 2026/27 100% <i>(long term dates set due to the majority of disadvantaged pupils being in KS1)</i>

Improved social and emotional learning across all phases of school.	Provision is in place to support pupils' social and emotional learning, particularly in EYFS. SEL strategies have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,814.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
All new staff complete phonics training	Successfully implementing a phonics scheme might involve: • Training staff to ensure they have the necessary linguistic knowledge and understanding. Phonics EEF (educationendowmentfoundation.org.uk)	2, 3
All teaching assistants complete in house training from SENCO, Educational Psychologist, Inclusion Practitioner and Specialist Teachers to support social and emotional learning.	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	4, 6

	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
All EYFS staff to complete regular CPD and hold weekly team meetings to improve practice.	Early years providers play an important role in supporting all children's learning and development, but attending a setting with high quality provision can be particularly beneficial for children experiencing poverty. Guide to Effective Professional Development in the Early Years EEF (educationendowmentfoundation.org.uk)	3, 6
SENCO to complete Boxall Profile training and also SENCO qualification.	Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf	1, 4, 6

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

Budgeted cost: £ 16,889.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
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After-school reading interventions	Interventions should start early, be evidence-based and be carefully planned Interventions should include explicit and systematic instruction If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) One to one or small group instruction from qualified teachers and reading specialists are among the most effective, but also the most expensive, interventions for struggling readers.	2, 3
After-school maths interventions	Interventions should start early, be evidence-based and be carefully planned Interventions should include explicit and systematic instruction If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	3, 5
Small group maths interventions for targeted pupils	Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. Selection should be guided by pupil assessment. This should inform the planning of future lessons and the focus of targeted support. KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	3, 5
Small group phonics interventions for targeted pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	2, 3

SENCO release time to support and oversee interventions	Monitoring and evaluation should be used to ensure that the programme is having the intended impact. The EEF's guidance report 'Putting Evidence to Work: A School's Guide to Implementation' provides valuable guidance on how to approach implementation in the school context, including the importance of monitoring progress.	3, 4, 5, 6
Small group and 1:1 reading interventions for targeted pupils	Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: — prediction (based on text content and context); — questioning; — clarifying; — summarising; — activating prior knowledge. EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 3
Small group and 1:1 writing interventions for targeted pupils.	Interventions should start early, be evidence-based and be carefully planned Interventions should include explicit and systematic instruction If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	3

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

Budgeted cost: £ 6290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training an additional ELSA due to increased need.	Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.	4, 6
Provision of ELSA support for pupils.	Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.	4, 6
Provision of pupil well-being ambassadors	Establish schoolwide norms, expectations and routines that support children's social and emotional development. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Improving Social and Emotional Learning in Schools Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	4, 6
Provision of pupil anti-bullying ambassadors	Align your school's behaviour and anti-bullying policies with SEL. Plan training and support for all school staff. Improving Social and Emotional Learning in Schools	4, 6

	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	
Embedding principles of good practice set out in The DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and supporting attendance officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The DfE's Improving School Attendance advice.	3
Establishment of a Nurture Classroom	Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf	1, 4, 6

Total budgeted cost: £32,993.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of 2023/24, outcomes were very low largely due to 53.8% of Pupil Premium children having an EHCP. In reading, 38.5% of disadvantaged pupils achieved Are Related Expectations (based on teacher assessment and end of Key Stage assessments). In maths, 38.5% of disadvantaged pupils achieved Are Related Expectations (based on teacher assessment and end of Key Stage assessments). In writing, 15.4% of disadvantaged pupils achieved Are Related Expectations (based on teacher assessment and end of Key Stage assessments).

However, results were more positive for FSM pupils where data showed that 66.6% achieved EXS in reading.

With regard to service children, results were exceptionally positive with 100% achieving EXS+ in reading, writing and maths.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
During 2023/24, we were allocated £340 which was used to fund extra-curricular activities for one pupil. The pupil was offered up to three funded after-school activities per week to extend her cultural capital.
The impact of that spending on service pupil premium eligible pupils
The pupil experienced a broad range of extra-curricular activities which provided enrichment to her education and developed her cultural capital.