

Eatock Primary School

Pupil Premium Strategy

Statement

2025-26



School overview

Detail	Data
School name	Eatock Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025-6
Date this statement was published	September 2025 Reviewed September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Victoria Hickman Headteacher
Pupil Premium Lead	Victoria Hickman Headteacher
Governor / Trustee lead	Linda Thomas, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,990
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,383,070

Statement Intent

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 effect that last year's spending of pupil premium had within our school.

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.

In our strategy, we consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs also, 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.

Where parental engagement is a barrier, we will support parents to engage with their child's learning via parent workshops, modeling support for home reading, communicating clearly the curriculum focus for their child, share curriculum targets and discuss how best parents can support their child to achieve their targets. We will target hard to reach parents.

Our strategy is also integral to wider school plans for education recovery, including in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 and supported in the work that they're set
 - act early to intervene at the point need is identified e.g. involve other agencies
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (Performance Management priority for all teachers)

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in supporting their child's learning.
2	Punctuality and attendance of some disadvantaged pupils.
3	Underdeveloped oral language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	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.
5	Typically, the large majority of children join our EYFS below age related expectations (ARE), particularly in communication, language and listening skills, literacy and maths. PSE (personal, social and emotional development) is also a key focus within EYFS to ensure the children are ready for KS1 learning by the time they leave EYFS.
6	Our assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils, notably due to parental barriers and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
7	The attendance of a number of disadvantaged pupils is below the school target of 96+%.

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
High parental engagement and support for their child's learning.	Teachers will target and support parents who are not engaging. Teachers will ensure parents attend target setting meeting. HT and SLT will take responsibility where teacher is not making progress. Parental support and engagement with their child's learning will accelerate progress and have a positive impact on attainment.
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, pupil conferencing and ongoing formative assessment.
To maintain the high levels of attainment in English and maths	All disadvantaged children will meet the National benchmark for attainment at the end of KS2
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2025-6 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a sustained lack of any reporting of bullying • continued participation in enrichment activities particularly among disadvantaged pupils
To achieve and sustain high levels of attendance for all pupils, particularly our disadvantaged pupils. Pupils will be punctual every day and have high attendance.	Sustained high attendance from 2025-6 demonstrated by: • the overall absence rate for all pupils being no more than 96+%, and the lack of an attendance gap between disadvantaged pupils and their non-disadvantaged peer • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Actions in this academic year 2025-6

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

Teaching (CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching to address gaps in learning.	Progress and attainment outcomes.	5
Support parents to engage with their child's learning and development.	Parents will support their child to complete homework. Parents will attend meetings with teachers e.g. Parents evening meeting. Parents will support their child's learning by attending a range of workshops based on Reading, Spelling and Maths. Pupils will be making at least good progress (against the school's AWOL document) evidenced via data, book scrutiny and pupil conferencing.	1
Embedding actions across the school curriculum which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Use of sentence stems and sentence frames in all classes.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions. High focus on opportunities across the curriculum for oracy. Increased language and communication within writing, for example Drawing Club. Oracy lessons with targeted support. Guided Reding sessions (Fluency Zoo).	3
Enhancement of maths and writing teaching and curriculum planning in line with DfE guidance. We will fund teacher release time to further develop and embed teaching practise, for example to access Maths	Use the DfE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics and writing moderation guidance.	5

Hub resources and CPD (including Teaching for Mastery training) and Drawing Club to further develop the School's approach to writing.		
Increase opportunities for the teaching of writing skills.	The curriculum will have opportunities for the teaching of writing. Modelled writing skills by the teacher have a positive impact on pupils' progress in writing.	5
Teacher CPD on effective strategies. Additional targeted CPD.	Wide range of educational evidence on the effectiveness of these approaches.	3,4,5,6

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	3,4
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support. Regular additional reading opportunities in the school day.	Phonics approaches have a strong evidence base indicating a positive impact on pupils' reading skills, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring the school's behaviour and anti-bullying policies are applied. Pupils have input into these policies via the School Council. Ensure staff have high commitment to maintaining the high standards and expectations for behaviour. Sustain the school's Outstanding judgement for behaviour.	Targeted interventions and universal approaches can have positive overall effects:	7
Apply strategies that encourage high attendance e.g weekly class attendance award, termly 100% attendance award, HT to monitor and follow up where attendance is below 96+%. All staff adhere to the school's Attendance policy.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Apply the school's Trips and Visitor programme to build Cultural Capital	Evidence of the importance of enrichment in many studies.	All

Total budgeted cost: £81,990

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

The high **attendance** percentage (85%) was sustained by the vast majority of disadvantaged pupils during 2024-25.

Attainment end of KS2 2024-2025:

Reading: The large majority of the disadvantaged pupils achieved the **Y6 standard in reading** (70%). This is compared to 83% non-disadvantaged pupils.

Writing: The large majority of the disadvantaged pupils achieved the **Y6 standard in Writing** (70%). This is compared to 83% non-disadvantaged.

Maths: The very large majority of the disadvantaged group achieved the **Y6 standard in Maths** (80%) compared to 83% non-disadvantaged.

Spelling, Punctuation and Grammar: All children within the disadvantaged group achieved the **Y6 standard in reading** (80%) compared to 91% non-disadvantaged.

Externally provided programmes

Programme	Provider
Volunteers Reader Scheme	Beanstalk
National Tutoring Programme	DfE

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around developing oracy, communication and language.
- A mental health lead has been trained to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Focus of school council meetings.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate (building Cultural Capital)

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. Staff underwent training on how to raise the attainment of disadvantaged pupils.

The progress of the disadvantaged pupils is a priority on teacher performance management and pupil progress meetings.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.