

Pupil premium strategy statement - Eastington Primary School 2025-6

This statement details our school's use of pupil premium funding (and recovery premium for the **2025 to 2026** academic year) 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.

School overview

Detail	Data
School name	Eastington Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	5.8% (8 children onsite)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Sept 2025
Date on which it will be reviewed	Dec 25/April 26/July 26
Statement authorised by	Zoe Avastu
Pupil premium lead	Zoe Avastu
Governor Lead	Carol Trim

Funding overview

Detail	Amount
Funding given by type of PP:	
<i>Funding for Ever 6/pupil =£1,515 x7</i>	<i>£10,605</i>
<i>Funding for service children £360/pupil</i>	<i>£360</i>
<i>Funding for LAC/pupil = £2,630</i>	<i>£0</i>
Pupil premium funding allocation this academic year	£10,965
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	£10,965

Part A: Pupil premium strategy plan

Statement of intent

We understand that education does not end at primary, however, we believe good attainment in core skills and strong social, emotional & personal skills make accessing next steps in education & adult life more likely and enjoyable.

We believe quality teaching, positive attitudes to learning and resilience change outcomes and strive to offer this to all children.

We understand that being in receipt of PPG does not mean a child has additional needs. We use funding to support children of all abilities to achieve well.

We aim to:

- Provide high quality teaching for all children in receipt of PPG (and at the same time benefit non-disadvantaged).
- Provide targeted academic support for all children in receipt of PPG so attainment is raised, this includes tutoring for each child in receipt of PPG regardless of present attainment.
- Provide Universal and targeted emotional support for all children in receipt of PPG when needed so behaviour, well-being and relationships are positive.
- Ensure children in receipt of PPG can access wider opportunities regardless of family income and personal circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in R/W/M and foundational knowledge is weaker for some children in receipt of PP - particularly in writing.
2	Access to educational experiences to enhance cultural capital such as trips, residential visits and extra-curricular activities are limited for some children.
3	Some children have social and emotional needs which impact on their educational engagement, progress and well-being.

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
The progress of pupil premium children is at least in line with other pupils nationally in Reading, Writing and Maths and other benchmark assessments.	In year children make secure/accelerated progress in R/W/M. From their prior attainment baseline, children should move attainment groups in at least one subject R/W/M. Times tables Screening results show significant improvement from pupil baseline. Phonic screening results show PP children pass/significant improvement from start point. Strong foundational knowledge in writing (spelling & handwriting) is taught systematically and prioritised for children in EYFS/KS1. Cognitive load in learning journeys is reduced to allow for strong foundation to be embedded.
Pupil Premium children have access to wider opportunities regardless of family income and personal circumstances.	Children have opportunities to develop school values and additional leadership skills (through Sports & Well-Being Leaders etc.). Children have equal access educational visits. Children feel they belong through having school uniform.
Children in receipt of PPG can talk/interact with more confidence and recognise their learning/achievements.	Children can and talk and collaborate with others. Children can recognise new learning. Children can talk with confidence about their learning and achievement.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Ensure correct pencil grip from school start: hand strengthening activities in continuous provision; small group direct instruction until secure. • Use dictation in EYFS/KS1 to reduce cognitive load and help secure transcription skills. • EYFS/KS1 rebalance time spent on transcriptional skills rather than text skills – alter writing journey to reflect this. (Drawing Club EYFS. Curious Cats resources with rigor in transcription skills in KS1) – Eng leader time with English specialist Vicky Gordan to plan • Daily/near daily short hw session in KS2 + celebrate most improved termly to raise importance. • HW intervention for pupils with SEND who have not secured HW – reduce cognitive load when writing – advice from SENDCo dependent on need • Purchase triangle pencils/variety of grips to support children as needed. • Review and update HW Policy. • Consider new spelling program with support for teachers – English specialist advice • T&L Leader/HT/Eng Leader writing obs/book looks. • SEND clinic with SENDCo/ . • Update Writing at Eastington doc.	-Improving literacy in EYFS/KS1: *Recommendation 6: Promote fluent transcription skills by encouraging extensive and effective practice and explicitly teach spelling. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Improving literacy in KS2: *Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1737997644	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Additional structured intervention 1:1/small group, led by TA in	• EEF: Making best use of TAs: Recommendation 5. Targeted	1, 3

R/W/M. Interventions are brief, regular, have objective target set by the teacher/SEND Co, resources provided by teacher. SMART targets devised, monitored and adapted as needed, reviewed termly in NtG meetings with T/SLT. Assessments inform intervention. • 1:1/group sessions to support wellbeing/ positive social & emotional skills with TA/ ELSA trained TA when needed/Forest School teacher. • Additional support from Early Help wider services when needed such as Play therapist when needed.	intervention 1:1/small group shows positive impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • TA led intervention focus on collaborative learning and explicit teaching of comprehension strategies: using reciprocal reading approach in small groups and 1:1 teaching of inference skills (Reading Between the Lines). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • EET: Improving mathematics in KS2+KS3: Recommendation 4: Ensure children develop fluent recall of facts. Additional support for KS2 pupils to develop times table recall. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1737998016 • Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment. Three pupils will benefit from support in this area. • Social/Emotional intervention for specific pupil/s. Focus for two children on sharing ideas verbally/collaborating on tasks/ recognising & celebrating achievement/new learning. .Focus for one child on recognising emotions/communicating this/strategies to support self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £965

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Children in Y5 have opportunities to develop social & emotional/ leadership skills through Sports & Wellbeing leadership program. -Children have equal access to trips/residential etc. -Children have school uniform.	-Children who develop good social & emotional skills/values/leadership /understand how to keep well, enrich their life experiences and this is beneficial for health, well-being/self-esteem and supports a growth mindset and improved outcomes. -Children feeling positive about being part of our school community and have a sense of belonging are more likely to attend well which impacts outcomes. -Children who have access to wider opportunities such as educational visits, PGL (activities have a strong focus on resilience, good communication, team work, responsible decision making)/educational visits etc expand their cultural capital (supporting long term academic success/engagement in society.)	2

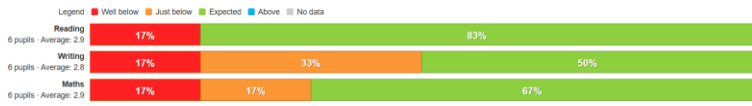
Total budgeted cost: £10,605

Part B: 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 to 2025** academic year.

2024-2025																								
AIM	OUTCOME																							
Phonic Screening. Times Table Recall. Pupil premium children progress well in Reading, Writing and Maths and move attainment group over time.	Sept 2024-July 2025 Phonics Screening No pupils undertook the phonic screening in Y1 or Y2 Times Table Screening: - Varied strategies used by Ts to support teaching/ practising, including use of technology. Assessments used to focus intervention in Y3/Y4. Times table Club take up was positive, children were happy to take part/could see their progress. Times tables had a higher focus in school (improver awards half termly) & conferencing showed children (including PP) understood how table knowledge helped in other maths areas. - PP children made good progress from their year start assessments – final marks in tables screening: 25/22/14 = ave 20.3 (National average for PP 19.3). Overall average for Y4 well above National. <table><tr><th colspan="3">Y4 Multiplication Table Screening School Results</th></tr><tr><th></th><th>School Average</th><th>National</th></tr><tr><td>2025</td><td>22.95</td><td>21.0</td></tr></table> Attainment data of PP group (Excluding EYFS/Y6 pupils in the group) Attainment Overview for Pupils (from 2024-2025) who are pupil premium, 2 Pupils Excluded - 2024-2025 Autumn 1 - Average Depth Legend Well below Just below Expected Above No data <table><tr><td>Reading</td><td>6 pupils - Average: 1.0</td><td>17%</td><td>83%</td></tr><tr><td>Writing</td><td>6 pupils - Average: 0.8</td><td>17%</td><td>33%</td><td>50%</td></tr><tr><td>Maths</td><td>6 pupils - Average: 0.8</td><td>17%</td><td>17%</td><td>67%</td></tr></table>	Y4 Multiplication Table Screening School Results				School Average	National	2025	22.95	21.0	Reading	6 pupils - Average: 1.0	17%	83%	Writing	6 pupils - Average: 0.8	17%	33%	50%	Maths	6 pupils - Average: 0.8	17%	17%	67%
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	Attainment Overview for Pupils (from 2024-2025) who are pupil premium, 2 Pupils Excluded - 2024-2025 Summer 2 - Average Depth  EYFS Data: The one pupil in EYFS who was in receipt of PPG achieved ELG. From their start point they made expected progress in all areas and accelerated progress in comprehension, number and number patterns. Y6 Data: The one Y6 pupil who was in receipt of PPG achieved Greater Depth in Reading and Mathematics and Working At in Writing. Due to covid-19 there was not progress data for the pupil. However, from Y3 starting baseline using school assessments they moved up attainment group in Reading and Mathematics (from WA to GD) and Writing (from WT).
Children in receipt of PPG have an increased understanding of emotions which can impact on social situations and can use some strategies that help to regulate.	From survey: all children could identify triggers for dysregulation, all knew calming strategies to support self regulation, marked improvement in frequency of feeling calm (see survey). In school support offered to 1 pupil in receipt of PP with ELSA trained TA. Intervention focussed on managing feelings & strategies to support becoming regulated. The pupil learned to identify feelings and strategies quickly. They used to help themselves when guided by an adult/independently. Independent use grew. Conferencing: all children stated they felt safe, enjoyed school life, liked learning, said they had friends, could identify an aspect of school life they particularly enjoyed. Observations show all children engage well and work hard when learning. One pupil struggled transitioning to school in the am – explored with child/family but no school issue identified. Work undertaken with child on developing relationship with trusted adult so can share worries/transition positively – this led to improvement.
Pupil Premium children access to wider opportunities.	All children had access to uniform. PP children accessed a range of additional activities over the year: educational visits, PGL Adventurous Activity Course. All were enjoyed, supported curriculum areas and for the majority of our PP children offered access to opportunities they would not typically have. Children in Y3/Y4 enjoyed: Looking after Well-Being sessions. Conferencing with children showed all children, including 2 PP children in the group, knew several ways to keep themselves mentally and physically well. 3 children were trained and achieved Sport & Well-Being Leadership. They planned/led/reviewed activities for other children in school at lunch/break time and this was positive for confidence/self-esteem. One

	child grew significantly more confident in initiating conversations with others through this program. All three children stated they enjoyed the experience and it was fun; two said they felt more confident; one said they felt it was a challenge and they liked it; one said they found out they liked leading.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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Useful information

EEF: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

EEF: <https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy>

PP allocations: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026>

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