

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year and a review of Intended Outcomes) 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.

School Overview

Detail	Data
School name	Eastbrook Primary Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	79 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	Updated 2024
Date on which it will be reviewed	Throughout the year Formally reviewed July 2025
Statement authorised by	Matthew Clark
Pupil premium lead	Natalie Naylor
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 114,577
Recovery premium funding allocation this academic year	
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	£114,577

Part A: Pupil premium strategy plan

Statement of Intent

What are your ultimate objectives for your disadvantaged pupils?

At Eastbrook, we believe that every child should have access to high quality education and opportunities to learn, through a wide range of experiences regardless of their background. Our main aim is to ensure our pupil premium achievement is in line with their non-pupil premium peers. Here are our intended outcomes for the year:

1. To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS
2. Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'
 - For pupil premium children to pass the phonics screening check in Years 1 and 2 or make at least good or accelerated progress from their Phonic baseline
3. Improve the academic attainment of pupils, including pupil premium children, impacted by missed learning opportunities in previous years.
4. Increase parental engagement in their children's learning for families eligible for pupil premium funding
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
6. Increase accessibility of out-of-school experiences for pupil premium children

How does your current pupil premium strategy plan work towards achieving those objectives?

Key priorities are outlined as a school with a particular focus on how best to support disadvantaged children. These include known challenges that can affect the attainment of pupils (see below). High quality teaching is at the heart of our approach. Understanding the school resources and how the funding can be used to diminish the gap is imperative. Research has been drawn upon to evidence why the chosen interventions would be suitable, driving the Eastbrook way. The objectives above can be achieved in the following ways:

To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS

- Access to quality first teaching in EYFS and opportunities to part take in all aspects of the curriculum
- Interventions for EYFS children to narrow the gap between PP and non-PP children
- Staff CPD and sharing of effective practice

Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'

- Whole school focus on Early Reading and Maths Mastery. This includes professional development for staff and moderations throughout the year to ensure judgements are accurate
- Use of interventions throughout the year to support identified pupils
- Educational research based on EEF and Rosenshine's principles in action to strengthen effective teaching and learning, to include team teaching.

For pupil premium children to pass the phonics screening check in Years 1 and 2 or make at least 10 points progress from their Phonic baseline

- EYFS/KS1 focus on Early reading and implementation of the Little Wandle scheme. This includes professional development for all staff
- Access to decodable books matched to the phonic phase to enable children to apply what they have learnt
- Regular reading with an adult for children who are not at age-related expectations
- Targeted interventions for children who are not yet at age-related expectations (catch up groups)
- Reading workshops for parents to attend to support their child with reading at home

Improve the academic attainment of pupils, including pupil premium children:

- Regular pupil progress meetings to identify pupil premium children and discuss actions required and to monitor the impact
- Discuss any barriers and ensure the school puts in place strategies to overcome these
- Sharing best practice based on educational research to enhance the quality and delivery of lessons, to include team teaching

Increase parental engagement in their children's learning for families eligible for pupil premium funding

- School to organise opportunities for parents/carers to engage with the school (reading workshops, readings mornings etc) alongside existing approaches for developing communication
- Parents have access to the School Link Assistant
- Greater identification of pupils who are eligible for pupil premium funding as they enter the school in EYFS

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

- School Link Assistant to support pupils and parent with attendance and provide 1:1 daily check ins
- Deputy headteacher and designated office staff member to meet fortnightly to ensure rigour to the attendance process
- Monitoring of key children who are identified as persistent absentees and meetings arranged with parents/carers to address any barriers.
- Whole school focus on attendance including awards, certificates and attendance signs

Increase accessibility of out-of-school experiences for pupil premium children

- Funding in place for children to participate in trips and enrichment activities

What are the key principles of your strategy plan?

Our key principle of the strategy is to support pupils in Reception so that they are ready for school. Throughout EYFS and KS1, a greater emphasis is placed on speech and language and phonological support to ensure that this gap is reduced by the end of KS1. As they enter KS2, a greater emphasis is placed on targeted focus groups in maths and literacy to build upon previous attainment.

Wellbeing of pupils within our school is important so funding is allocated towards pastoral support through a role of the School Link Assistant, the Senior Leadership Team and a specialist Art Therapist.

Additionally, we believe that all children have the right to access a wide range of experiences through subsidising the cost of residential, after school clubs and trips.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have less developed literacy skills than those from more prosperous households. This is also impacted by their lack of exposure to high-quality children's literature, leading to lower starting points and slower progress in subsequent years
2	Children from disadvantaged households are more likely to require speech and language support.
3	Children from disadvantaged households are more likely to require additional support with regards to their personal and social skills and emotional well-being
4	Typical barriers associated with an area of relative deprivation e.g. housing, parental capacity to support learning, access to facilities for remote home learning, school readiness
5	Some children have been unable to access some aspects of the curriculum, even when supported by the school, leading to gaps in knowledge and understanding of learning. Therefore, our aim is for Year 6 pupils to achieve results which are in line with national average, including combined.
6	Whole school focus on attendance as detailed in the School Development Plan. This will involve rigorous monitoring of persistent absentees, leading to additional support to raise attendance for key pupils and groups.

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
To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS	<ul style="list-style-type: none"> 60% of disadvantaged children are in line with national for GLD Internal tracking of data, observations and assessments show that disadvantaged children are making progress in all areas of the EYFS curriculum Regular moderations of work within our school and local community
Reduce the gap in attainment at the end of KS2 for pupil premium children and for their results to be at least in line with national 'other'	<ul style="list-style-type: none"> Increase the number of pupil premium children achieving ARE in reading, writing and maths, including combined Regular pupil progress meetings throughout the year to target combined pupils

	<ul style="list-style-type: none"> • Internal tracking of data to include summative and formative to show that pupils are making accelerated progress in reading, writing and maths.
Close the gap in Early Reading in KS1 and beyond	<ul style="list-style-type: none"> • Phonics screening results for Year 2 and Year 1 (June 2025) will show results in line with national • Increase phonics screening attainment for PP children in Year 3 to 90% pass rate equivalence • Monitoring of phonic lessons will show that children have access to high quality teaching of Little Wandle Revised (based on Letters and Sounds) • Internal data tracking including half termly assessments will show that disadvantaged pupils are making progress in their phonics, from their baseline starting point. • Catch up groups will target key individuals to ensure maximum progress.
Improve the academic attainment of pupils, including pupil premium children	<ul style="list-style-type: none"> • Increase the proportion of pupils, including pupil premium, achieving ARE in Reading, writing, maths and combined • Internal data (formative and summative) and through pupil progress meetings • Moderation of work led by phase leaders, including locality work with schools
Increase parental engagement in their children's learning for families eligible for pupil premium funding	<ul style="list-style-type: none"> • Data collected from parental surveys, parent evening consultations and teacher observations • Discussions with school link assistant
Increase accessibility of out-of-school experiences for pupil premium children	<ul style="list-style-type: none"> • Experience and visits are carefully planned for each class across the year • Places for disadvantaged pupils at extracurricular activities are subsidised. Analysis of these clubs to identify engagement.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils so that the attendance is in line with national	<ul style="list-style-type: none"> • Target key families to improve attendance • Attendance to be in line with National of 96% • Raise and sustain the attendance of disadvantaged pupils to be in line with National.

	<ul style="list-style-type: none">• Rigorous and continuous monitoring of attendance through fortnightly meetings with key staff• Earlier identification of pupils deemed as 'persistent absentees' and work alongside parents to raise attendance.
--	--

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and a HLTA (30mins every morning) to support EYFS/KS1 pupils with their readiness for school due to delayed language (based on environmental factors)	Education Endowment Foundation (EEF) recommends that schools prioritise language development through high quality child interactions and through activities that provide language acquisition leading to improved thinking and communication. Supporting oral language development - EEF	2, 4, 6
Settling in club for key pupils to support with readiness for school due to delayed language (based on environmental factors)	Education Endowment Foundation (EEF) recommends that schools prioritise language development through high quality child interactions and through activities that provide language acquisition leading to improved thinking and communication. Supporting oral language development - EEF	2, 3, 4, 6
CPD for staff to share best practice across the school	As mentioned in the EEF report on Effective Professional Development 2021, supporting high quality teaching is imperative for improving the outcomes of pupils. CPD should be well-designed, selected implemented depending on the individual and take into context the needs of the school. EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 5
High quality and bespoke CPD and a skilled workforce of teaching staff	Investing in CPD for all our teaching staff ensures that staff are able to deliver high quality teaching consistently. This will ensure teaching is tailored to the needs of all our pupils whilst being underpinned by academic educational research (Rosenshine's principles in action). CPD needs are linked closely to the school's SDP and specific strengths and areas for development in teaching.	1, 2, 3, 4 and 5
CPD maths focus on use of resources to support all learners, to access problem	EEF report on improving mathematics in EYFS and KS1 indicates 5 recommendations:	5

and solving and reasoning, within lessons	<ol style="list-style-type: none"> 1) Develop practitioners' understanding of how children learn mathematics 2) Dedicate time for children to learn maths and integrate throughout the day 3) Use manipulatives and representations (Concrete, Pictorial and Abstract) 4) Teaching is building upon prior knowledge 5) High quality targeted support EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Highly bespoke CPD programme for all support staff leading to a highly skilled workforce	Investing in CPD for all our support staff ensures that staff are able to deliver high quality teaching consistently. This will ensure teaching is tailored to the needs of all our pupils whilst being underpinned by academic educational research (Rosenshine's principles in action). CPD needs are linked closely to the school's SDP and specific strengths and areas for development in teaching.	1, 2, 5

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

Budgeted cost: £ 34,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional session for pupils in Year 6 focusing on reading, writing and maths – 1 day in school during Easter	Historically, this approach has been used by the school to identify specific pupils who would benefit from smaller, group sessions with a particular focus on certain elements in reading and maths.	1, 5
Phonics booster sessions to take place in the Spring term, leading to improved outcomes of children	Additional adult to support with the phonics teaching in Year 1. Guidance from the EEF report shows that small group tuition has a potential impact of +4 months attainment gained. Small group tuition EEF	2, 5
Year 1 adult to support pupils with delayed language	EEF have researched the different types of interventions against their impact, cost and evidence. One aspect they looked at was oral language interventions. Their findings concluded that: <i>'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.'</i>	2,5

Additional Year 3 adult to support pupils with delayed language	EEF have researched the different types of interventions against their impact, cost and evidence. One aspect they looked at was oral language interventions. Their findings concluded that: <i>'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.'</i>	2, 5
---	---	------

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

Budgeted cost: £55,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapist to work with identified children	Over time, Eastbrook are aware of the importance Art Therapy can have on promoting confidence and boosting wellbeing. According to the Mental Health Foundation, <i>'the best part is that it helps people to improve their mental health through creativity. Making art is helping many people express themselves, without having to use words'</i> . School evidence shows that children appear happier in school, improved social interactions, and understand ways to cope when faced with challenges.	3
School Link Assistant to build positive relationships and wellbeing of parents and children	The role of the school link assistant in our school has been beneficial for pupils and families who require additional support during various points in their lives. Improving wellbeing, self-esteem and confidence is vital and this is evidenced in 'Supporting the attainment of disadvantaged pupils in 2015'. This document highlights that in order for pupils to be fully engaged and access learning successfully, strong social and emotional support must be put in place.	3, 6
Pastoral support provided by SLT during break and lunch times to ensure effective and appropriate social interactions between children	This will ensure children are able display better decision- making skills, interactions with others and self-management of emotions. By focusing on this aspect, less time will be lost to learning after break/lunch times. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Targeted support by DHT and Attendance	Supporting attendance EEF (educationendowmentfoundation.org.uk)	3, 6

<p>administrator for pupils identified as persistent absentees. Through robust monitoring and processes, improved attendance for key pupils in school will be seen</p>	<p>EEF has created 6 key themes around attendance and how leaders can improve them:</p> <ol style="list-style-type: none"> 1. Build a holistic understanding of pupils needs (Regular meetings with DHT/DSL and Attendance administrator to build up a picture of absences and reasons) 2. Build a culture where pupils feel like they belong (All adults in school aware of the importance of building positive relationships with pupils. Use of Art therapist and ELSA and school link assistant) 3. Communicate effectively with parents (Clear understanding of recording absences, INSET days and half terms, start and end of day times and robust procedure in place for pupils not in school. Updated Attendance policy and letters to communicate concerns) 4. Improve provision for all pupils through CPD (Staff to complete robust CPD package across the year) 5. Deliver targeted intervention (use of rewards, school link assistant check ins, communications with parents, settle club) 6. Monitor impact of approaches (during Vulnerable Pupil/ Attendance meetings, discuss updates and evaluate impact) 	
<p>Subsidising after school club for pupils, leading to improved social skills</p>	<p>Providing funding for pupil premium children to attend after school club will lead to improved social skills, positive interactions with peers and enjoyment from pupils.</p>	<p>3, 4</p>
<p>Subsidising residentials and 11b411 initiatives</p>	<p>Providing funding for pupil premium children to take part in residentials and 11B411 initiatives will allow children to have equal opportunities leading to improved social skills, positive interactions with peers and enjoyment from pupils.</p>	<p>4</p>
<p>Subsidising uniforms</p>	<p>Providing funding for families who require additional support to purchase uniforms</p>	<p>4, 6</p>

Total budgeted cost: £ 114,577

Part B: Review of outcomes in the previous academic year

1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
2. Increase accessibility of out-of-school experiences for pupil premium children

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 academic year.

- 1) *To diminish the attainment gap between disadvantaged and 'other' pupils by the end of EYFS*

At the end of EYFS, teacher assessment indicated that 35.7% of pupil premium children achieved GLD compared to 66.7% of others. Attainment gap currently stands at 31% points.

- 2) *Reduce the gap in attainment at the end of KS2 for pupil premium children to be at least in line with national 'other'*

KS2 SATs took place, and the results are below:

	National	All pupils' attainment – SATs results 2024 EX+	Disadvantaged pupils
Reading		85%	78%
Writing		84%	78%
Maths		85%	78%

Therefore, results show that disadvantaged pupils were broadly in line with other pupils.

- 3) *For children to pass the phonics screening checks in years 1 and 2 or make at least 10 points progress*

In year 1, the phonics screen took place in June 2024. The data indicated that 63% of disadvantaged pupils had met the pass mark compared to 75% of other.

- 4) *Improve the academic attainment of pupils, including pupil premium children, impacted by the 2020 and 2021 lockdown.*

See Appendix A – All years tracking attainment

See appendix B – Pupil premium tracking attainment

- 5) *Increase parental engagement in their children's learning for families eligible for pupil premium funding*

Parents' evenings were held in the Autumn and Spring term –in person meetings. Phonics workshops have been held for parents in year 1 and Year 2. Year 2 and Year 6 SATs meetings held either in person or online. Access to the School Link Assistant if required and SLT available on the gate to develop positive relationships with parents.

6) Increase accessibility of out-of-school experiences for pupil premium children

Clun analysis has taken place during the Autumn, Spring and Summer term. Identified families have attended breakfast club and after school club.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Adult in class and additional adult at playtime
What was the impact of that spending on service pupil premium eligible pupils?	Adults used to boost confidence, support socially and develop wellbeing during structured and unstructured times of the day

Appendix A – All Year Groups Tracking Attainment



Combined Reading, Writing and Maths							
All pupils	Percentage of pupils Summer 1	Autumn 1 Met and on-track	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		33%	45%		50%		60%

Appendix B – Pupil Premium Tracking

			Combined Reading, Writing and Maths				
Pupil Premium	Percentage of pupils at the end Summer 2	Autumn 1 Met and on-track	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (11)		18%	36%		27%		(12) 33%
Year 2(15)	36%	40%	38%		(16)44%		47%
Year 3 (11)	45%	45%	42%		(12)42%		42%
Year 4 (14)	14%	14%	14%		(15)20%		(17) 18%
Year 5 (13)	23%	23%	31%		31%		(15) 53%
Year 6 (9)	56%	56%	57%		67%		78%

Reading							
Pupil Premium	Percentage of pupils at the end Summer 2	Autumn 1 Met and on-track	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (11)		27%	45%		45%		(12) 50%
Year 2(15)	50%	53%	56%		(16)56%		53%
Year 3 (11)	55%	55%	50%		(12)58%		58%
Year 4 (14)	43%	43%	50%		(15)60%		(17) 59%
Year 5 (13)	46%	46%	46%		54%		(15) 60%
Year 6 (9)	67%	78%	89%		78%		78%

Writing							
Pupil Premium	Percentage of pupils at the end Summer 2	Autumn 1 Met and on-track	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (11)		18%	36%		27%		(12) 42%
Year 2(15)	36%	40%	38%		(16)44%		47%
Year 3 (11)	55%	55%	50%		(12)50%		58%
Year 4 (14)	21%	21%	29%		(15)47%		(17) 35%
Year 5 (13)	46%	46%	46%		46%		(15) 53%
Year 6 (9)	67%	67%	67%		67%		78%

Maths							
Pupil Premium	Percentage of pupils at the end Summer 2	Autumn 1 Met and on-track	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (11)		18%	36%		45%		(12) 42%
Year 2(15)	50%	53%	56%		(16)56%		60%
Year 3 (11)	45%	45%	42%		(12)42%		42%
Year 4 (14)	14%	14%	21%		(15)27%		(17) 29%
Year 5 (13)	23%	23%	31%		38%		(15) 60%
Year 6 (9)	78%	67%	67%		89%		78%