Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	354
Proportion (%) of pupil premium eligible pupils	75 (21%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years (2024-2027)
Date this statement was published	Updated October 2026
Date on which it will be reviewed	Throughout the year Formally reviewed July 2026
Statement authorised by	Matthew Clark
Pupil premium lead	Natalie Naylor
Governor / Trustee lead	Nors Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,444
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	£107,444

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.

This will be achieved through the use of high-quality teaching, including our key principles of the 'Eastbrook Way' and specific school related priorities (BASE – books, attendance, SEND and engagement), ensuring our disadvantaged pupils are at the heart of our approach. Understanding the school resources and how the funding can be best used to diminish the gap is imperative. Additionally, evidence based research suggest that this is proven to have the greatest impact on closing the gap between our disadvantaged and non-disadvantaged pupils, benefitting all learners.

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

Our approach will respond to challenges within our school community and individual needs, rooted in robust diagnostic assessment. The tiered approaches we have adopted complement each other to ensure all pupils, especially disadvantaged pupils, make sustained and improved progress.

This overarching approach will be achieved through:

- Greater emphasis on all staff taking responsibility for disadvantaged pupils, by having a 'no glass ceiling approach', leading to high expectations
- Whole school emphasis on identifying pupils identified as pupil premium
- Ensure adaptive teaching is at the heart of school practise, to ensure pupils are either effectively supported in all lessons through appropriate scaffolds/concrete manipulatives or through challenge

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 'school ready', providing solid foundations to build upon their learning. 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 attainment.

The emotional wellbeing and resilience of pupils within our school is important so funding is allocated towards pastoral support through a role of the ELSA and a specialist Art Therapist.

Children accessing education and removing barriers to learning is essential which is why a dedicated team of attendance staff are working closely to increase attendance for pupil premium children, leading to improved attainment in school.

Additionally, we believe that all children have the right to access a wide range of experiences through subsiding the cost of residentials, 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	Baseline assessments, observations and discussions with disadvantaged children indicate that they 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. Last year 33% of disadvantaged pupils achieved GLD compared to 72% of non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with reading than their peers. Data from last years Year 1 phonic screening scores show that 63% of disadvantaged pupils passed the screening compared to 77% of others.
3	Children from disadvantaged households are more likely to require additional support with regards to their personal and social skills and emotional well-being. This is evident the number of children requiring additional pastoral support throughout the day, ELSA, settle club and the use of the school's Art Therapist.
4	Internal and external assessments indicate that our writing attainment among KS2 disadvantaged pupils is below that of or non-disadvantaged pupils. This was evident in our KS2 SATs results (Year 6 2025-26) – 65% of disadvantaged pupils met the required standard compared to 76% of all pupils achieving
5	Internal and external assessments indicate that our maths attainment among KS2 disadvantaged pupils is below that of or non-disadvantaged pupils. This was evident in our KS2 SATs results (Year 6 2025-26) – 53% of disadvantaged pupils met the required standard compared to 75% of all pupils achieving
6	Internal and external assessments indicate that our combined attainment among KS2 disadvantaged pupils is below that of or non-disadvantaged pupils. This was evident throughout our internal data tracking system from Years 3-6. KS2 outcomes in 2025-26 showed that 47% of pupil premium children achieved reading, writing and maths expected standard compared to 64% of all pupils achieving.
7	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. Data from last year show that our whole school attendance was 93% while our disadvantaged pupils' attendance was 91%

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	• 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 REACh2 partner schools
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'	• 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 • 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 through high quality phonic lessons and effective catch up groups delivered by staff	• Phonics screening results for Year 2 and Year 1 (June 2027) will show results in line with national • Increase phonics screening attainment for PP children in Year 2 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 with highly skilled staff members (teachers)
Improve the academic attainment of pupils in maths, including pupil premium children	• Increase the proportion of pupils, including pupil premium, achieving ARE maths

	• Internal data (formative and summative) and through pupil progress meetings • Adaptive teaching to support all pupils, use of concrete manipulatives to provide secure understanding of key concepts • Deployment of adults throughout the lesson to assess learning and address misconceptions
Improve the academic attainment of pupils in writing, including pupil premium children	• Increase the proportion of pupils, including pupil premium, achieving ARE writing • Implementation of new English structure focusing on immersion, skill building and application • Internal data (formative and summative) and through pupil progress meetings • Adaptive teaching to support all pupils, use of Widget to provide effective scaffolds • Moderation of work led by phase leaders, including locality work with schools
Provide high quality pastoral support for all pupils, including disadvantaged pupils, to increase school attendance and improved mental health which in turn will lead to increased engagement in learning.	• Data collected from parental surveys, parent evening consultations and teacher observations • Discussions with ELSA/ Attendance lead/class teachers • Discussions with pupils
Increase accessibility of out-of-school experiences for pupil premium children, to improve pupil engagement in class leading to greater progress and improved attendance	• 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	• 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. • 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
High quality and bespoke CPD package designed for teachers to create a highly skilled workforce. *This will include: adaptive teaching, Foundational skills, Fundamental writing skills, use of concrete manipulatives, English lesson structure, SEND toolkit, Inclusion Blueprint*	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	1, 4, 5, 6	
High quality and bespoke CPD package designed for support staff to create a highly skilled workforce *This will include: adaptive teaching, Eastbrook Way, Fundamental foundational knowledge skills and application, use of concrete manipulatives, role of TA deployment, English subject knowledge, active engagement in class, Inclusion Blueprint, SEND toolkit*	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	1,4,5, 6	
Phonics CPD for staff to ensure greater focus on fidelity to the scheme and improved	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.	2	

quality of phonic lessons	EEF-Effective-Professional-Development-Guidance-Report.pdf		
CPD maths focus on use of concrete manipulatives to support all learners, to access problem and solving and reasoning, within lessons Use of assessment – formative and summative accuracy	EEF report on improving mathematics in EYFS and KS1 indicates 5 recommendations: 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)	5	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Additional support and a HLTA (30mins daily) to support EYFS/KS1 pupils with their readiness for school due to delayed language and poor phonology	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	1, 2	
Additional support staff in Year 6 focusing on reading, writing and maths, leading to improved outcomes for combined	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.	4, 5, 6	
Additional phonics sessions targeted	Phonics approaches have a strong evidence base indicating a	2	

at disadvantaged pupils who require further phonics support. This will be delivered by DHT	positive impact on pupils, 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: Phonics | Teaching and Learning Toolkit | EEF		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by a highly experienced member of staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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: Phonics | Teaching and Learning Toolkit | EEF	2	
Year 3/4 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: '*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.'*	2	
Additional adult to support pupils with emotional regulation and social skills within our nurture provision	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: '*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.'*	3	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Settling in club for key pupils to support with readiness for school due to delayed language (based on environmental factors) and mental health challenges which in turn will reduce anxiety and improve attendance	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	3, 7	
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, '*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*'. School evidence shows that children appear happier in school, improved social interactions, and understand ways to cope when faced with challenges.	3	
Attendance coordinator to build positive relationships with parents and carers whilst targeting attendance of key pupils .	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.	3.7	
Additional midday meal supervisor to support lunch times to ensure effective and appropriate social interactions between children, leading to improved	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	

relationships and reduce conflict			
Targeted support by DHT and Attendance administrator for pupils identified as persistent absentees. Through robust monitoring and processes, improved attendance for key pupils in school will be seen	Supporting attendance | EEF (educationendowmentfoundation.org.uk) EEF has created 6 key themes around attendance and how leaders can improve them: 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)	7	
Subsiding after school club for pupils, leading to improved social skills	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.	3	
Subsiding residentials and 11b411 initiatives,	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,	3	

	positive interactions with peers and enjoyment from pupils.		
Subsiding uniforms	Providing funding for families who require additional support to purchase uniforms	3	

Total budgeted cost: £ *107,444*

Part B: Review of outcomes in the previous academic year

Close the gap in EYFS between disadvantaged and other pupils
Close the gap in Early Reading in KS1 and beyond
Increase children's emotional and social skills who are eligible for pupil premium funding through tailored support and effective, high-quality pupil-adult interactions
Reduce the gap in attainment, in writing, at the end of KS2 for pupil premium children and for their results to be at least in line with national 'other'
Improve the academic attainment of pupils, including pupil premium, achieving expected standard in combined (R,W and M)
Increase accessibility of out-of-school experiences for pupil premium children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils so that the attendance is in line with national

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025/26 academic year.

1. Close the gap in EYFS between disadvantaged and other pupils.
   33% of disadvantaged pupils achieved GLD compared to 72% of all pupils

2. Close the gap in Early Reading in KS1 and beyond
   63% of disadvantaged pupils achieved the expected pass mark of 31 in Year 1 compared to 77% of all pupils

3. Increase children's emotional and social skills who are eligible for pupil premium funding through tailored support and effective, high-quality pupil-adult interactions

   Through the use of internal observations, pupil voice and comments from staff, the use of settle club for PPG children had a positive impact on the children's readiness to learn in the mornings. Behaviour for learning was calmers, high levels of engagement in class and a calm start for the children. Increased adult support during lunchtime and breaktime provided positive interactions and social skills by adults modelling language and turn taking. This led to calmer starts and less disagreements during these unstructured times.

4. Reduce the gap in attainment, in writing, at the end of KS2 for pupil premium children and for their results to be at least in line with national 'other'
5. Improve the academic attainment of pupils, including pupil premium, achieving expected standard in combined (R,W and M)

	Disadvantaged	All pupils
Reading	76%	86%
Writing	65%	76%
Maths	53%	75%
Combined	47%	64%

6. Increase parental engagement – majority of parents attended the parents' evenings. Year 1 phonics workshops and Year 6 SATs workshop all organised and well received by parents. DHT worked alongside vulnerable families identified as PPG and provided support and advice throughout the year. Parent forum also introduced with further forums planned in the next academic year to share information and to openly discuss specific aspects of school life.

7. All children who wanted to attend the school trips could and payment options shared with families. Reduce costings was also discussed with specific families. Uniforms were provided for our existing and new families.

8. Attendance for PPG children needs further attention with a sharper focus on specific families deemed as non-attenders or school refusers. School to continue to work alongside outside agencies and to quickly address any barriers to attendance. Case studies and chronologies created to show how school is supporting and encouraging pupils into school.
   Attendance last year for PPG: 91% compared to 93% for all pupils.

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