

Pupil premium strategy statement – Earith 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	102
Proportion (%) of pupil premium eligible pupils	19.6% (20)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 - 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Thomas Abbs, Head Teacher
Pupil premium Lead	Thomas Abbs, Head Teacher
Governor & Trust lead	Tim Jones Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£27,270

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.

Our school focus is always on the individual pupil and their development through providing high-quality teaching that delivers a rich, broad, balanced and inclusive curriculum, full of enjoyable and memorable learning experiences.

Everything we do as a school is to encourage each child to achieve their very best so that all pupils, in close partnership with parents (and other key stakeholders), reach for the highest levels of personal achievement and development possible.

We genuinely care about each member of our school and view Earith Primary as an integral part of the community.

As part of our active care, we strive to recognise any disadvantage that our pupils face and our intent is to ensure that the additional funding we receive, from the pupil premium is allocated to address this disadvantage.

Funding is therefore allocated across three main areas:

- High quality teaching
- Targeted academic support
- Wider strategies

This is because we know, through the depth and range of educational research we engage with, that it is by allocating additional funding to these three areas that we will make the biggest difference in addressing disadvantage in order to further improve each child's education and therefore their life chances.

Challenges

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

Challenge number	
1	Attendance including persistent absence
2	Pupils' behaviour & attitudes to learning
3	Attainment and progress of disadvantaged pupils compared to their peers
4	Pupil wellbeing, mental health & safeguarding
5	60% of the children eligible for pupil premium have identified SEND. Some have other vulnerability factors, or all of the above.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: Disadvantaged attendance exceeds National averages and is broadly in-line with Non-disadvantaged averages. Persistent absenteeism is well below the National average for disadvantaged pupils and broadly in-line with their non-disadvantaged peers. Children and their families recognise the importance of high attendance and its link to positive wellbeing and academic achievement.
To achieve and sustain improved behaviour & attitudes to learning, particularly amongst our disadvantaged pupils.	Sustained positive behaviour & attitudes to learning by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • children can talk about their learning, linking prior learning with current learning

	• Children engage with <i>and</i> complete curriculum tasks; children show active levels of participation in their learning • a significant reduction in behavioural incidents
Improved Reading, Writing & Maths attainment for disadvantaged pupils in statutory tests.	There is a growing trend of disadvantaged pupils, and especially those with SEND and/or other vulnerability factors meeting the expected standard in statutory assessments and by the end of KS2. The school is knowledgeable of each child's learning needs and this is reflected in their personalised – and where necessary, carefully adapted provision – to impact the positive outcomes above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • pupils' ability to talk about how they regulate their emotions in school (Zones of Regulation) • pupils' ability to talk about the impact certain interventions (such as Thrive) have had on their wellbeing • a significant reduction in behavioural incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £6100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Menu of Approach: Developing high quality teaching, assessment and a broad & balanced, knowledge-based curriculum which responds to the needs of pupils:</i> Improving Quality First Teaching through Year 2 of The T & L Implementation project (see separate SDP Project Planner) using <i>Walk Thrus</i>: Embedding progress made in improving formative assessment in the classroom through checking for understanding strategies: <i>Show Me Boards, Cold Calling & Think, Pair Share</i>. After that, we will further develop the culture of Learning Objectives, Success Criteria & Critical Knowledge in the classroom (<i>LO vs Task</i>) before moving on to high quality modelling strategies in <i>Modelling Handover: I do, We do, You do</i>. We will dedicate a significant amount of time to weekly staff CPD, including INSET and any additional leadership time & release costs to sustain this project.	Improving High Quality Teaching (EEF Guide to Pupil Premium) Rosenshine's Principles of Instruction Improving High Quality Teaching (EEF Guide to Pupil Premium)	1-5
<i>Menu of Approach: Mentoring & Coaching for Teachers</i> Instructional Coaching Programme: Experienced teachers will mentor other teachers in order to enable them to be more effective in their roles. We will fund significant, additional release time, training and meeting time to achieve this and evidence our work using the ALT Teaching & Learning Tracker – Coaching Feed and in-line with the SDP Project Planner described in the above activity	EEF Effective Mechanisms of Professional Development	2, 3, 4 & 5
<i>Menu of Approach: Professional development to support the implementation of evidence-based approaches - for example, training</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	3 & 5

<i>provided by a DfE validated systematic synthetic phonics programme</i> We will fund release in order for our Phonics Lead to engage in CPD with the Knowledge Hub Trust in order to support a higher quality programme of coaching and CPD for school staff – to raise attainment/build capacity & strength in the teaching & learning of Phonics.	reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
<i>Menu of Approach: Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment</i> Subscription to the school's DfE- approved Systematic Synthetic Phonics Programme, including ongoing training & resourcing of phonically-matched books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	3 & 5
<i>Menu of Approach: Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs).</i> We will provide additional release time for a teacher/Maths Subject Leader to train with the Cambridge Maths Hub in order to develop their own pedagogy and that of other teachers in their teaching & leading mastery maths	EEF Effective Professional Development The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Toolkit: Mastery Learning	2, 3, 4 & 5

Menu of Approach: Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils Professional Development to support the implementation of approaches of a high-quality English curriculum that meets the needs of all pupils including the disadvantaged. We will fund release in order for the English Lead to continue to sustain a highly effective reading curriculum, but especially further develop the spelling & writing curriculum	EEF Toolkit: Reading Comprehension Strategies EEF Improving Literacy in KS1 & 2	2, 3, 4, 5
Menu of Approach: Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment Cost of purchase of online subscriptions to support the fluency & reasoning of mathematics – LBQ, TT Rockstars, Numbots. Including the sustained development of school culture of these in celebratory assemblies	EEF Toolkit: Using digital technology to improve learning, e.g. <i>how technology can play a role in improving assessment and feedback; can be used to improve the quality of explanations and modelling</i>	2, 3, 4, 5

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

Budgeted cost: £16,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Menu of Approach: One to One and small group tuition: academic: phonics; writing, reading, maths for example. We will support ongoing interventions to close gaps within SEND/disadvantaged pupils. Many of the above interventions will be	EEF Teaching & Learning Toolkit: One to One & Small Group Tuition EEF SEND Five a Day Poster/strategy EEF: Making best use of Teaching Assistants Boyd, Pete (2020) Mixed-age teaching and mastery approaches to mathematics	2, 3, 5

taught by Teaching assistants either in the classroom or outside, redeployed for this purpose. We will continue to provide appropriate CPD in-line with this year's SDP/Project Planners	<i>Teachers of mixed age classes face the challenge of responding to the wide diversity of learners within their classroom.</i> 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	
Menu of Approach: Targeted interventions to support language development, literacy and numeracy Embedding dialogic activities across the school curriculum, including a House Debating Curriculum during assembly time in relevant Key Stages. This approach can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher/TA training and release time. Redeployment of a percentage of Teaching Assistant hours to solely focus on Speech, Language & Communication needs of pupils through targeted interventions using Welcomm;	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 Teaching and Learning Toolkit EEF & EEF early Years Toolkit	3, 4 & 5

meetings with SAL Therapist, including CPD, and caseload meetings to ensure strategic focus with school SENCO & EYFS Lead.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Menu of Approach: Supporting pupils' social, emotional, and behavioural needs Menu of Approach: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Redeployment of Teaching Assistant hours to become Thrive Licensed Practitioner and develop the use of the Thrive approach in school to manage the identification and targeted support to meet the social, emotional need of many of our SEND/disadvantaged pupils.	Improving Social & Emotional Learning in Primary schools (EEF)	1-5
Menu of Approach: Supporting pupils' social, emotional, and behavioural needs Menu of Approach: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Whole staff training and ongoing CPD on the Zones of Regulation Digital Curriculum and implementation in-line	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1-5

with our separate SDP Behaviour Curriculum Project Planner		
<i>Menu of Approach: Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance</i> Embedding strategies set out in our Attendance Policy in-line with the DfE's guidance on working together to improve school attendance. With a particular focus on SEND/PP attendance rates/narrowing gap even further. This will involve training and release time for staff to develop and implement new procedures including the wider strategies of the school as set out in our policy available on the school site.	EEF Toolkit: Parental Engagement The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting school attendance: EEF	1-5
Instrument lessons and instrument provision for disadvantaged pupils	EEF Toolkit: Arts Participation	2, 3, 4
Contingency fund for acute issues	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Previous years' funding supported a range of provisions which are recorded on a separate log – relating to and complementing all identified 'challenges'. For the purposes of this new plan, any funding related to Breakfast Clubs/afterschool clubs will come out of the contingency funding based on the school's effort to attract and retain pupils of <i>all</i> ages and needs to clubs. Educational visit support will also be assigned to this as well as further development of the	1-5

	school's <i>Enrichment Roadmap</i>	
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Total budgeted cost: £27,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024 - 2025), drawing on national assessment data and our own internal summative and formative assessments.

The gap between disadvantaged and non disadvantaged peers remains wide at school level. In comparison to National attainment of disadvantaged pupils, our pupils attainment in statutory tests is in-line with GLD (Year R), above in KS2 SATS (Year 6) but below in the average Year 4 MTC score and in Year 1 phonics pass rates. However, caution must be given as these figures are *heavily impacted* by low numbers of pupils in each cohort.

Disadvantaged pupils making GLD (Good Level Development) in Year R: 50% (versus non-disadvantaged: 92%). Broadly in line with national disadvantaged.

Disadvantaged pupils passing the Year 1 Phonics Screening Check: 50% (non-disadvantaged: 85%). Below National disadvantaged.

Disadvantaged pupils Year 4 MTC (Multiplication Tables Check) Average Score: 17.6 & children achieving full Marks: 20% (Non-disadvantaged: 22.6 Average Score; Full Marks: 66.7%). Below National disadvantaged.

Disadvantaged pupils at End of KS2 (Year 6) achieving the expected standard for Combined (Reading, Writing, Maths): 50% PP (85% Non-disadvantaged). Above national disadvantaged.

35% of disadvantaged pupils reached the expected standard across in-year assessments (including statutory assessments) in combined subjects. 65% of disadvantaged pupils have not made the expected standard in statutory assessments/in-school assessments either in one or more of singular subjects (R, W or M) or across all three (combined).

Deeper analysis of these pupils demonstrates this year (and over time) a school trend of disadvantaged girls, and especially those either without SEND or not from an ethnic minority group/a combination of, are more likely to reach age-related expectations.

70% of pupils not reaching age-related expectations were a combination of pupil premium, but additionally, either SEND or from a specific ethnic minority group, boys or all of the above.

Whilst there have been individual successes in attainment and in terms of school based progress (with disadvantaged pupils across school making progress broadly in-

line with their non-disadvantaged peers across reading, writing & maths), it is the aforementioned disadvantaged, including other, more vulnerable crossover groups that require additional support and therefore ongoing targeting within our new strategy.

In Foundation subjects, non-disadvantaged pupils outperform their peers, with the closest gaps being in Music & Art (UKS2) & PE and DT (across all year groups) indicating subjects less reliant on standards of reading & writing, further substantiating importance to further target these within our strategy.

There was a 20% increase in *checking for understanding* strategies rated as an area of strength during high frequency low stakes lesson visits by the end of the year. Pupil voice also supported how & why teachers use these strategies as well as Teachers, and our Trust corroborating its impact on Teaching & Learning for all pupils, including disadvantaged.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, SEND, behaviour and wellbeing.

Absence among disadvantaged pupils (95.3% attendance rate) was higher than their non-disadvantaged peers (96.84% attendance rate) last academic year. Overall, there was a 2.1% increase in attendance for disadvantaged pupils in comparison to the previous year (93.2% to 95.3%). The gap between disadvantaged and non-disadvantaged pupils' attendance in comparison to last year has further reduced. Disadvantaged pupil attendance still reflects higher than the local & national average. Once again, this is positive news and certainly one of the successes within last year's strategy. However, we mustn't become complacent and bridging the gap even further between disadvantaged and non-disadvantaged pupils' attendance still remains a key focus within our new strategy.

There is a proportion of disadvantaged pupils, many of whom are SEND, whose needs require additional support & intervention in behaviour & wellbeing, including close liaison with families. Alongside improving academic outcomes, this remains an area of focus, complemented by multiple areas/activities within this new strategy. Namely, the full implementation of our Zones of Regulation Digital Curriculum to support pupils' ability to self-regulate their emotions and Thrive to address target areas within our pupils social emotional and mental health development. Additionally, enhanced CPD time will be allocated to develop these and other projects closely related to SEND/Disadvantaged learners.

We have reviewed our strategy plan and made changes to how we intend to use the majority of our budget this academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)