

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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	Eastbury Primary School
Number of pupils in school	746
Proportion (%) of pupil premium eligible pupils	23.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Shepherd, Headteacher
Pupil premium lead	Joanna Hodges, Assitant Headteacher
Governor / Trustee lead	Stephen Noon

Funding overview Pupil Premium Funding overview

	2022-2023	2023-2024	2024-2025
Number of pupils in school	741	748	746
Proportion (%) of pupil premium eligible pupils	26.5%	25.8%	23.1
Detail Amount Pupil premium funding allocation this academic year	271,460	280,815	254,560
Recovery premium funding allocation this academic year	£24,600	£24,600	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£296,060	£305,415	£254,560

Part A: Pupil premium strategy plan

Statement of intent

At Eastbury Primary School, we are committed to ensuring all our children make the best possible progress, irrespective of their background or the challenges they face. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. 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 intended outcome is to ensure that Pupil Premium children achieve as well as all other pupils and that we help build their confidence, self-esteem and engagement in learning and also encourage high levels of attendance.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and analyzed to ensure that the correct support and strategies are identified to maximize children's attainment and progress. This whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This strategic plan sets out how the Pupil Premium funding is used at Eastbury Primary School to support the learning of Pupil Premium children, as well as providing targets for their attainment. 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.

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.

Challenges

In the previous strategy statement we identified challenges around the impact of Covid 19 on gaps in learning and the widening attainment gap between disadvantaged and all pupils. In the most recent data- it appears that this gap is reducing with particular improvements in maths amongst our KS2 disadvantaged pupils. The previously identified challenges of underdeveloped oracy skills and reading development remain as a priority for this new strategy statement.

As follows are the newly set key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	There are a number of children who continue to receive phonics in KS2. This is partly because of our high numbers of new arrivals of which many are new to the country with little English or who have not met KS1 phonics expectations in previous settings.
3	There is a need to develop fluency in maths and reading so as to enable all pupils to access age-related curriculum content and assessments.
4	The level of parental engagement across the school is an area to improve. This is often a result of language barriers but also can be a lack of parental confidence, awareness and understanding in how support for learning can be given at home. This can impact on pupil well being and the level of opportunity of experiences our disadvantaged pupils receive.

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
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, book scrutiny and formative assessment.
Improved phonics attainment among KS2 pupils.	Phonics assessment outcomes in 2024/25 show that the the KS2 pupil receiving phonics make progress. Our numbers of KS2 pupils moving off the programme increases.
Improved attainment for disadvantaged pupils particularly in maths and reading.	KS1+2 attainment outcomes in 2024/25 show that disadvantaged pupils are more closely in line with age related expectation and are able to meet the requirements of standardised assessments
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations 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: **£125,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Delivery of Language link programme to targeted pupils in Reception.</p> <p>Training for staff, resources and release time</p>	<p>The Speech & Language Link programme is a whole school approach which helps schools to support children with speech, language and communication needs (SLCN) by providing evidence based interventions, standardised screening assessments and training in the use of these tools.</p>	<p>1</p>
<p>Purchase of RWI materials including books RWI is a DfE validated Systematic Synthetic Phonics programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Debbie Seymore</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Specialist</p> <p>Teaching/Support for PP and high needs children</p> <p>(sunshine room)</p>	<p>Teachers and Teaching Assistants are highly trained in meeting the needs of all children and understand and use feedback appropriately.</p>	<p>all</p>
<p>Attendance Officer - support for key groups and families</p>	<p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.</p> <p>https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</p>	<p>all</p>
<p>Family Liaison Officer</p> <p>First point of contact for parents to discuss any issues that may hinder child's attendance or wellbeing at school.</p> <p>This role includes:</p> <p>Making referrals and working with outside agencies such as EarlyHelp, NHS, social workers</p> <p>Setting parent targets and supporting families to achieve these</p> <p>Supporting debt management</p> <p>Managing the breakfast and afterschool provision</p>	<p>Enhanced communication and involvement with parents, with trust being improved and relationships built. Involving families in their children's education is not only a legal requirement in special education, it also predicts academic achievement, social and emotional development, and a variety of other positive school outcomes for all children.</p> <p>https://files.eric.ed.gov/fulltext/EJ794797.pdf</p>	<p>4</p>
<p>Staff INSET/Training</p> <ul style="list-style-type: none"> • SEN specialist training 	<p>On average, teachers spend 10.5 days per year attending courses, workshops,</p>	<p>all</p>

<ul style="list-style-type: none"> • Maths specialist training • Ben- Race and Social Justice • School Staff lead CPD 	<p>conferences, seminars, observation visits, or other in-service training (Sellen, 2016). The rationale for this substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood & Zucollo, 2019; Lynch et al., 2019).</p> <p>Research from the EEF: https://d2tic4wvo1iusb.cloud-front.net/documents/pages/Teacher-professional-development.pdf</p>	
<p>Subscription to the National Online college for staff CPD</p>	<p>The National College helps schools and education settings around the world to reduce workload, achieve compliance and empower staff with everything they need on one platform</p> <p>Case studies on the impact of National college: https://nationalcollege.com/case-studies?_gl=1*1otv4vg*_up*MQ_&qclid=Ci0KCCQiAocae5BhCNARIsAD-VLzZdq11PDRa96THulvJ77fvr_sY4GQhLse8ZIS4VNY6-9akcl946YDcaAo2GEALw_wcB</p>	

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

Budgeted cost: **£90,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Language link</p> <p>Speech and Language teacher running groups and 1:1 sessions throughout the school day</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3, 4</p>
<p>EAL lead appointed running tailored</p>	<p>It takes learners more than six years to progress from the lowest to the highest</p>	<p>1, 3, 4</p>

curriculum to new arrivals with zero or very little English	<p>levels of English language proficiency, it has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential. This evidence demonstrates that as part of the Government's catch-up plans, it is important to include and focus catch-up support and resources on learners who use EAL as it may take them longer to regain both the language and learning lost during school closures.</p> <p>http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Lunchtime reading fun clubs lead by TAs	<p>Children who enjoy reading and see the value of books have better chances of future success</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	all
New books for the library, VIPERS shared reading sessions and new collection of books linked to year group topics within the wider curriculum	<p>Our new range of books include a diverse range of genres and topics and enable children to relate to and see themselves in the literature they read,</p>	all
<p>Subscription to online learning resources:</p> <ul style="list-style-type: none"> • LitShed+ • Oxford Owl • My Maths 	<p>Children are able to access quality online learning from home.</p> <p>Litshed+ and Oxford Owl aid teacher planning and provide quality resources for use in lessons</p> <p>Computer based learning helps to engage and motivate reluctant learners</p>	all

<ul style="list-style-type: none"> • Timestables Rockstars 		
After school Homework club	This is a valuable provision for pupils who are not able to receive the support they need to complete homework at home.	all

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

Budgeted cost: **£39,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. Zones of Regulation	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4
A reading book to keep for all PP children	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £254,560

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 2023 to 2024 academic year.

There are currently 134 children eligible for pupil premium in years reception to year 6. 52% of these children are EAL, 44% are SEN and 21% are both SEN and EAL. Our summer results for disadvantaged pupils were above the nation figures for disadvantaged in both KS1 phonics screening and KS2 SATS. Our internal assessments show a recent improvement in the attainment gap between disadvantaged and all pupils. Data for the end of 2023 suggested that the performance of disadvantaged pupils was lower than that of all pupils particularly in mathematics with a gap of 16% between PP and all. Our summer results for 2024 showed that this gap has reduced to 7% and the overall attainment for all pupils in all subjects was much improved. Despite this there still remains an attainment gap of 5-7% when comparing disadvantaged outcomes with all pupils

67% of our pupils in reception achieved GLD in 2024 and 57% of the disadvantaged pupils achieved GLD. This equates to 6 disadvantaged children not meeting the GLD and these pupils are now being tracked for additional support in year 1

Early reading and phonics has continued to improve. In year 1 we achieved above the national figure for phonics screening at 84% The result for disadvantaged was 78% which is also 10% higher than national figures for disadvantaged pupils of 68%.

Phonics screening outcomes in Year 1 demonstrate the impact that the focus on delivering a high quality phonics programme has had. The focus on training staff to deliver good quality phonic teaching and targeted 1:1 intervention will continue in 2024/2025. Disadvantaged pupils are also targeted and prioritised for additional support in lessons, and their progress tracked.

Ks1 expected results improved in all subjects particularly in reading and maths which were above the national figures published for 2023. There was a gap of 4-12% between disadvantaged and all pupils and this cohort (currently in year 3) continues to be the group where disadvantaged children are the most behind. These pupils are tracked and targeted for extra support.

In KS2 disadvantaged children were at 66% expected for reading, 68% for writing and 68% for maths. These figures are 5-7% lower than the overall results (R74%, W71%, M78%) but it does appear that the gap is closing particularly in maths which went from 16% in 2022 to 7% last year. The combined figure of 51% for our pupil premium children was also above the national figure for disadvantaged of 45%.

The previously identified challenges of underdeveloped oracy skills and reading development remain as a priority for this new strategy statement. The Neli programme had a positive impact on Early Year outcomes with all targeted pupils making significant progress. We have made the decision to use the alternative Language Link programme this year with the aim of being able to provide support to more pupils and use strategies which are in wider use across the

school. Reading results have improved with a closing gap between disadvantaged and all pupils in KS2 but there remains a priority in supporting all pupils to read confidently and fluently in order to access age-related curriculum content and assessments. This is also the case with regards to pupils' mathematical fluency.

We will be embarking on a trial programme of intervention aimed at improving reading in KS2 and will review the impact of this to inform decisions as to whether part of the Pupil Premium budget will be allocated to this in subsequent years.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. With the development of '50 things you will experience at Eastbury' initiative, we have now mapped out a wide range of cultural capital opportunities for all of our pupils, many being targeted directly for those who are disadvantaged. We are building on that approach with the activities detailed in this plan.