

Pupil premium strategy statement – Eastfield Primary Academy

This statement details our school's use of pupil 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	172 (Y1 to Y6)
Proportion (%) of pupil premium eligible pupils	73 / 42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Kerry Thompson
Pupil Premium Lead	Kerry Thompson
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,885.84
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128,885.84
Total actual predicted expenditure	£131,450.85

Part A: Pupil premium strategy plan

Statement of intent

At Eastfield Primary Academy, we are committed to ensuring that all disadvantaged pupils, irrespective of their background or the challenges they face, achieve high levels of attainment, make strong progress from their starting points and develop the knowledge, skills and confidence required to be successful learners and responsible citizens.

Our ultimate objective is to diminish the difference in attainment and progress between disadvantaged pupils and their peers by providing high-quality teaching, targeted academic support and wider opportunities that remove barriers to learning. We aim to ensure that disadvantaged pupils achieve well in reading, writing and mathematics, attend school regularly, develop strong communication and learning behaviours, and access a rich range of experiences that broaden their horizons and raise aspirations.

Our current Pupil Premium Strategy is informed by a careful analysis of the barriers faced by disadvantaged pupils within our academy. These barriers include lower attainment on entry, language and vocabulary gaps, lower attendance, reduced access to wider experiences and the need for additional support with self-regulation and learning behaviours. The academy places a strong emphasis on the development of Oracy, Habits of Mind, Thinking Frames and metacognitive approaches, recognising that resilience, independence and self-regulation are essential foundations for successful learning and long-term achievement. The strategy addresses these challenges through a combination of evidence-informed approaches, including staff development, adaptive teaching, targeted interventions, robust assessment systems, attendance support and enrichment opportunities.

The key principles underpinning this strategy are:

- High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils.
- Early identification and targeted intervention are essential to prevent pupils from falling behind.
- Assessment information should be used effectively to identify barriers, inform provision and evaluate impact.
- High expectations must be maintained for all pupils, including disadvantaged pupils and those with SEND.
- Strong language, communication and vocabulary skills are fundamental to accessing the curriculum and achieving academic success.
- Positive learning behaviours, resilience and self-regulation are essential for successful learning.
- Attendance is a critical factor in securing positive educational outcomes.
- All pupils should have access to a broad, enriching curriculum that develops cultural capital and raises aspirations.
- Pupil Premium funding should be used strategically and evaluated rigorously to ensure the greatest possible impact on outcomes for disadvantaged pupils.

Through this strategy, we aim to ensure that disadvantaged pupils are supported to achieve their full potential academically, socially and emotionally, enabling them to be successful in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment on entry and throughout school: Disadvantaged pupils typically enter each key stage with lower attainment in reading, writing and mathematics compared to their peers, both within the academy and nationally. This attainment gap is evident from EYFS through to KS2 and means many disadvantaged pupils require accelerated progress and targeted support to achieve age-related expectations and higher standards.
2	Language development and vocabulary gaps: Language difficulties and limited vocabulary are prevalent amongst disadvantaged pupils. Assessments and observations from Reception to KS2 indicate underdeveloped oral language skills and vocabulary knowledge when compared with their peers. These gaps can hinder reading comprehension, writing development and access to the wider curriculum, impacting both academic progress and confidence in communication.
3	Attendance and persistent absence: Lower attendance amongst disadvantaged pupils remains a barrier to achievement. Disadvantaged pupils are more likely to experience higher rates of absence, including persistent absenteeism, reducing their access to high-quality teaching and learning. Lost learning time can result in gaps in knowledge and skills, negatively affecting attainment, social development and engagement with school.
4	Limited cultural capital and wider experiences: Many disadvantaged pupils have limited access to wider life experiences and enrichment opportunities beyond school. This can affect their confidence, aspirations, and ability to make meaningful connections across the curriculum. Providing a broad range of enrichment opportunities is essential to widening horizons, developing cultural capital and raising future aspirations.
5	Learning behaviours and self-regulation: Some disadvantaged pupils require additional support to develop resilience, independence, self-regulation and effective learning behaviours. These pupils may find it more difficult to persist when learning is challenging, manage impulsivity or apply learning strategies independently. To address this, the academy implements a range of evidence-informed approaches including Habits of Mind, Thinking Frames, Oracy strategies, OPAL play provision, pastoral support and therapeutic intervention through Fortis Therapy. These approaches support pupils to develop confidence, problem-solving skills, emotional regulation, collaboration and independence, enabling them to engage more successfully in learning and make sustained progress across the curriculum.

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
Progress and attainment in Reading	- Disadvantaged pupils make at least expected progress from their starting points. - The attainment gap between disadvantaged and non-disadvantaged pupils narrows. - In Year 6, at least 65% of disadvantaged pupils achieve the expected standard (EXS) in Reading at the end of Key Stage 2. - An increased proportion of disadvantaged pupils achieve the higher standard (GDS).
Progress and attainment in Writing	- Disadvantaged pupils make at least expected progress from their starting points. - The attainment gap between disadvantaged and non-disadvantaged pupils narrows. - In Year 6, at least 65% of disadvantaged pupils achieve the expected standard (EXS) in Writing at the end of Key Stage 2. - An increased proportion of disadvantaged pupils achieve Greater Depth Standard (GDS).
Progress and attainment in Mathematics	- Disadvantaged pupils make at least expected progress from their starting points. - The attainment gap between disadvantaged and non-disadvantaged pupils narrows. - In Year 6, at least 65% of disadvantaged pupils achieve the expected standard (EXS) in Mathematics at the end of Key Stage 2. - An increased proportion of disadvantaged pupils achieve Greater Depth Standard (GDS).
Phonics	- At least 90% of disadvantaged pupils in Year 1 pass the Phonics Screening Check in 2027. - The proportion of disadvantaged pupils meeting the expected standard is at least in line with national outcomes. - Pupils who do not meet the required standard receive timely intervention and demonstrate accelerated progress.
Attendance	- Attendance of disadvantaged pupils improves and there is no greater difference than 1% between school's overall attendance figure and that of the disadvantaged pupils. - Persistent absence among disadvantaged pupils reduces year on year. - Attendance is no longer a significant barrier to progress for disadvantaged pupils.
Oracy, Metacognition & Learning Behaviours	Pupils confidently apply their speaking, listening and reasoning skills in a range of authentic contexts, including leadership roles, performances, visits, competitions and engagement with the

	wider community, demonstrating confidence and competence comparable to their peers • Pupil voice evidences stronger resilience, persistence and flexible thinking. • Monitoring demonstrates consistent use of Thinking Frames, Oracy strategies and Habits of Mind across the school.
Cultural Capital & Enrichment	• All disadvantaged pupils have access to enrichment opportunities, visits and experiences that broaden their horizons. • Pupil voice demonstrates increased confidence, engagement and aspiration. • Participation rates in enrichment activities for disadvantaged pupils are comparable with those of their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued engagement with the Witham St Hughs English Hub to develop phonics, reading and writing provision. • Supply costs = 3 x £220 Cost = £660	EEF guidance identifies high-quality literacy teaching as a key factor in improving outcomes for disadvantaged pupils.	1, 2
Continued engagement with the Yorkshire and Humber Maths Hub and First4Maths to develop teacher subject knowledge and pedagogy. • Supply costs = 3 x £220 = £660 • Subscription First4Maths = £999 Cost = £1,659	High-quality teaching is the most important in-school factor for improving pupil outcomes and reducing attainment gaps.	1
Adaptive Teaching CPD, coaching and monitoring to ensure teaching is responsive to pupil needs. • SLT release = 39 x £220 Cost = £8,580	Adaptive teaching enables pupils to access appropriately challenging learning and supports disadvantaged pupils to make progress.	1, 2, 5
Continued implementation of Little Wandle Letters and Sounds – access to Collins Hub online. Subscription to Harper Collins = £256	Systematic synthetic phonics is proven to improve early reading outcomes, particularly for disadvantaged pupils.	1, 2

Cost = £256		
Continued use of Grammarsaurus: The Place Value of Punctuation and Grammar to ensure a consistent approach to SPaG teaching. • Subscription = £425 Cost = £425	Consistent curriculum approaches support knowledge retention and progression.	1, 2
Continued use of SCODE to ensure a consistent approach to the teaching of spelling. • Subscription = £350 Cost = £350	Consistent curriculum approaches support knowledge retention and progression.	1
Development of Oracy, Thinking Frames and Habits of Mind across the curriculum. • Subscription = £375 Cost = £375	Oral language and metacognitive approaches have a positive impact on attainment, particularly for disadvantaged pupils.	2, 5
Introduction of AIR to support assessment, moderation and identification of writing gaps. • Subscription = £500 Cost = £500	Effective assessment enables early identification of need and informs targeted support.	1, 2
Use of Widget. • Subscription = £295 Cost = £295	Visual supports can improve understanding, communication and independence for pupils with language and communication needs. The approach is particularly beneficial for pupils with speech, language and communication needs, pupils with SEND and those with limited vocabulary or low literacy levels.	2, 5

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

Budgeted cost: **£59,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions with clear baseline and exit assessments. • TA costs = £52,000 Costs = £52,000	Structured interventions can accelerate progress when closely matched to identified needs.	1, 2
Reading Plus to improve reading fluency and comprehension across KS2. • Subscription = £2,677 Cost = £2,677	Targeted reading programmes can improve reading attainment and comprehension outcomes.	1, 2
Four-weekly phonics assessment and intervention programme.	Frequent assessment ensures pupils who fall behind are identified early and receive timely support.	1, 2

Cost = included within Little Wandle subscription and TA intervention costs above		
Use of Letter Join to support with letter formation & the development of a fluent handwriting style. • Letter Join = £259 Cost = £259	High-quality handwriting instruction supports transcription skills, reduces cognitive load and enables pupils to focus more effectively on composition and written content. Improvements in handwriting fluency can positively impact writing outcomes.	1, 2
DreamBox Maths & Mathletics to identify learning gaps, support pre-teaching, consolidation and intervention. • DreamBox Maths = £2,975 • Mathletics = £849 Cost = £3,824	Personalised learning programmes can support pupils in closing gaps and securing key mathematical knowledge.	1
Use of TT Rockstars to support pupils to learn & retain multiplication tables. • TT Rockstars = £226 Cost = £226	Regular retrieval and rehearsal of multiplication facts supports automaticity and recall. Secure multiplication knowledge enables pupils to access wider mathematical concepts and improves confidence and attainment in mathematics.	1
Use of Numbots to support recall and fluency in mental addition and subtraction. • Numbots Cost = included within TT Rockstars subscription.	Developing number fluency is fundamental to mathematical success. Regular practice helps pupils secure core number facts, build confidence and reduce cognitive load when solving more complex mathematical problems.	
Use of Testbase and standardised assessments to identify learning gaps and inform intervention. • Subscription = £299 Cost = £299	Diagnostic assessment helps ensure support is accurately targeted.	1
Teaching assistant-led interventions in reading, writing, phonics and mathematics. Cost included within targeted intervention staffing above	Well-structured small-group and one-to-one interventions can have a positive impact on progress.	1, 2
Personalised support and reasonable adjustments for disadvantaged pupils with SEND. Cost included within targeted intervention staffing above	Targeted support, adaptive approaches and reasonable adjustments help remove barriers to learning, improve access to the curriculum and enable pupils to make progress from their individual starting points.	1, 2, 5

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

Budgeted cost: **£59,065.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, early intervention and support for disadvantaged pupils and families. - Attendance Officer (50%) = £15,521.85 - CPD costs = £1,000 Cost = £16,521.85	Improved attendance increases access to learning and supports stronger academic outcomes.	3
Enrichment opportunities, educational visits and visitors to school to broaden experiences and aspirations. - OPAL = £500 - Wider Curriculum enrichment = £3,000 - Music Tuition = £4,400 - Phase Budgets = £6,000 Cost = £13,900	Enrichment opportunities, educational visits, OPAL play provision and visitors to school to broaden experiences, develop resilience, independence and positive learning behaviours, and raise aspirations.	4, 5
Financial support for educational visits, enrichment activities and residential experiences where appropriate. Y6 Residential Trip = £3,560 Cost = £3,560	Removing financial barriers ensures disadvantaged pupils can fully participate in wider opportunities.	4
Continued allocation of individual iPads to KS1 and KS2 pupils. - iPads = £18,000 (88%) = £15,840 - Showbie = £1,584 Cost = £19,584	Digital technology can support access to learning, independent practice and targeted intervention when used effectively.	1, 2
Vocabulary development and Oracy strategies embedded across the curriculum. Cost = included within Oracy subscription and staff development costs above	Oral language approaches have a strong evidence base and support both attainment and communication skills. Structured Oracy opportunities develop confidence, reasoning, self-expression and active listening, while also supporting pupils to regulate discussions, articulate their thinking and engage positively with learning. These skills contribute directly to improved learning behaviours and self-regulation.	2
Habits of Mind, Thinking Frames and metacognitive approaches to develop resilience, independence and self-regulation. Cost = as above	Metacognitive strategies have a positive impact on learning, particularly for disadvantaged pupils. Habits of Mind and Thinking Frames support pupils to plan, monitor and evaluate their learning, developing resilience, independence,	5

	perseverance and flexible thinking. These approaches help pupils become more self-regulated learners and improve their ability to overcome challenges in learning.	
Pastoral support. • Fortis Therapy = £4,400 • Teeth Team = £1,100 Cost = £5,500	Effective pastoral and therapeutic support helps pupils develop emotional regulation, resilience, coping strategies and positive relationships. By reducing social, emotional and mental health barriers, pupils are better able to attend school, engage in learning and demonstrate positive learning behaviours.	3, 5

The impact of all funded activities will be reviewed termly through assessment data, attendance data, pupil voice, book scrutiny, learning walks and intervention evaluations. Findings will be used to refine provision and ensure that funding continues to have maximum impact on outcomes for disadvantaged pupils.

Total budgeted cost: £131,450.85

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils:

Review of the strategy against the aims:			
Intended Outcome	Success Criteria	Baseline Position (end of 2024 – 2025) school vs national	End of Year Position (2025- 2026) school vs national (AI)
Progress and attainment in Reading	- All children in the key milestone year groups will achieve, at least, expected progress - In Year 6, at least 65% will achieve EXS in the end of Key Stage tests	-GLD R = 73% vs 71% -GLD R PP = 50% -Y6 EXS = 85% vs 74% -Y6 GDS = 42% vs 29% -Y6 PP EXS = 64% vs 80% <i>There is a gap to their peers & national.</i> -Y6 PP GDS = 18% vs 33% <i>Overall, planned interventions, Reading Plus, phonics provision and adaptive teaching have had a positive impact on reading attainment for disadvantaged pupils.</i>	-GLD R = 82% -GLD R PP = 71% <i>increase</i> -Y6 EXS = 84% vs 75% -Y6 GDS = 25% vs 31% -Y6 PP EXS = 83% vs % -Y6 PP GDS = 17% vs %
Progress and attainment in Writing	- All children in the key milestone year groups will achieve, at least, expected progress - In Year 6, at least 65% will achieve EXS in the end of Key Stage tests	-GLD W = 70% vs 71% -GLD W PP = 50% -Y6 EXS = 77% vs 72% -Y6 GDS = 23% vs 13% -Y6 PP EXS = 55% vs 78% <i>There is a gap to their peers & national.</i> -Y6 PP GDS = 18% vs 16%	-GLD W = 77% -GLD W PP = 57% <i>increase</i> -Y6 EXS = 75% vs 73% -Y6 GDS = 19% vs 13% -Y6 PP EXS = 67% vs % -Y6 PP GDS = 17% vs %
Progress and attainment in Maths	- All children in the key milestone year groups will achieve, at least, expected progress - In Year 6, at least 65% will achieve EXS in the end of Key Stage tests	-GLD M = 77% vs 78% -GLD M = 50% -Y4 MTC = 32% pass - Av score 20.3 vs 21 -Y4 MTC = 6% pass - Av score 9.6 <i>There is a significant gap between the disadvantaged children & their peers.</i> -Y6 EXS = 81% vs 73% -Y6 GDS = 31% vs 24% -Y6 PP EXS = 64% vs 79% <i>There is a gap to their peers & national.</i> -Y6 PP GDS = 18% vs 29%	-GLD M = 82% -GLD M = 71% <i>increase</i> -Y4 MTC = 52% pass - Av score 21.5 vs 37% (AI) -Y4 MTC = 67% pass - Av score 23.1 <i>The disadvantaged children have exceeded their peers demonstrating the positive impact of the Multiplication Strategy.</i> -Y6 EXS = 78% vs 75% -Y6 GDS = 44% vs 27% -Y6 PP EXS = 72% vs % -Y6 PP GDS = 39% vs %
Progress and attainment in RWM	- All children in the key milestone year groups will achieve, at least, expected progress.	-GLD Overall = 70% vs 68% -GLD PP = 50% vs 51% <i>Although there is a gap between disadvantaged & their peers, our result is in line with national.</i>	-GLD Overall = 74% vs 71% (LA) 68% (AI) -GLD PP = 57% vs 51% (AI) <i>increase</i> <i>The gap remains, but our disadvantaged children are doing better than their national counterparts.</i>

	- In Year 6, at least 65% will achieve EXS in the end of Key Stage tests	-Y6 EXS = 73% vs 62% -Y6 GDS = 15% vs 8% -Y6 PP EXS = 55% vs 69% <i>There is a gap to their peers & national.</i> -Y6 PP GDS = 18% vs 11%	-Y6 EXS = 75% vs 63% -Y6 GDS = 9% vs 9% -Y6 PP EXS = 67% vs % -Y6 PP GDS = 6% vs %
Phonics	- 90% of children in Year 1 will pass the Phonics Screen Check in 2026	-90% overall vs 80% -77% PP overall vs 67% <i>Although there is a gap between disadvantaged & their peers, our children are doing better than their national counterparts.</i>	-87% overall vs 81/82% (AI) -75% PP overall vs 68% (AI) <i>The gap remains, but our children are doing better than their national counterparts.</i>
Targeted social and emotional support	- Commissioning of therapeutic support from Fortis Therapy – 2 children are identified for 1 hr weekly sessions, length of input determined by need - Targeted therapeutic support from our Pastoral Lead.	-Therapeutic support from Fortis Therapy and targeted pastoral intervention supported pupils with identified social, emotional and mental health needs. -Individual case studies demonstrate improvements in emotional regulation, confidence, engagement and readiness to learn. -Pupils receiving support were better able to access learning and participate in school life.	-Therapeutic support from Fortis Therapy and targeted pastoral intervention supported pupils with identified social, emotional and mental health needs. -Individual case studies demonstrate improvements in emotional regulation, confidence, engagement and readiness to learn. -Pupils receiving support were better able to access learning and participate in school life.
To support social and emotional well-being	- OPAL offer is accredited & we achieve platinum	-OPAL was introduced & the accreditation journey started.	-OPAL Gold accreditation was awarded, demonstrating a commitment to high-quality play opportunities. -Pupil voice indicates that children enjoy playtimes and benefit from increased opportunities for physical activity, social interaction and risk-taking in a safe environment. -The approach has contributed positively to wellbeing and engagement.
To enhance pupil's cultural capital by providing a breadth of experiences	- Wherever possible trips are offered at no cost or minimal cost to parents - Music tuition provided to Y4	-Educational visits, visitors and enrichment opportunities were provided throughout the year. -Financial support ensured disadvantaged pupils were able to participate fully. -Music tuition in Year 4 enabled all pupils to access specialist musical experiences. -Pupil voice demonstrates increased confidence, aspirations and engagement with learning.	-Educational visits, visitors and enrichment opportunities were provided throughout the year. -Financial support ensured disadvantaged pupils were able to participate fully. -Music tuition in Year 4 enabled all pupils to access specialist musical experiences. -Pupil voice demonstrates increased confidence, aspirations and engagement with learning.
To improve attendance of all pupils, including those disadvantaged, to enable good progress	- The difference between disadvantaged pupil & non-disadvantaged pupils is no greater than 1%	-Attendance overall = 95.9% vs 94.8% -PA overall = 11.5% vs 13.0% -Attendance PP = 95% vs 92.3% -PA PP = 13.8% vs 24.9% <i>Attendance of disadvantaged pupils remained within 1% of their peers, demonstrating the effectiveness of early intervention, attendance monitoring and family</i>	-Attendance overall = -PA overall = -Attendance PP = -PA PP = 13.8% <i>The difference is attendance between disadvantaged & their peers is less than 1% - 0.9%</i>

		<i>support. Persistent absence remains an area for continued focus, particularly for a small number of vulnerable pupils.</i>	
To support dental hygiene within school	- Teeth Team apply fluoride varnish to protect pupil's teeth against decay - Pupils are given a toothbrush x3 per year & toothpaste - Parental permission is required	-The Teeth Team programme continued throughout the academic year. -Eligible pupils received fluoride varnish applications and were provided with toothbrushes and toothpaste. -The programme has supported the promotion of positive oral health habits and contributed towards reducing health inequalities for disadvantaged pupils. -Parent engagement remained positive, with the majority of families providing consent.	-The Teeth Team programme continued throughout the academic year. -Eligible pupils received fluoride varnish applications and were provided with toothbrushes and toothpaste. -The programme has supported the promotion of positive oral health habits and contributed towards reducing health inequalities for disadvantaged pupils. -Parent engagement remained positive, with the majority of families providing consent.

Externally provided programmes

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

Programme	Provider
Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
Mathletics	3P Maths
Dreambox Maths	Daisy Education
Reading Plus	Daisy Education
Showbie	Showbie Inc.
Letter Join	Green & Tempest Ltd.