

Pupil premium strategy statement Eastry C of E Primary

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eastry C of E Primary
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Moss (Headteacher)
Pupil premium lead	Sarah Shallcross (Inclusion Lead)
Governor / Trustee lead	Rachael Hollingsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,585
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	£88,585

Part A: Pupil premium strategy plan

Statement of intent

- *While making decisions about how to use our Pupil Premium Fund it has been important to consider the context of our school, the challenges that our vulnerable children face and what it is that is within our gift as a school to address.*

'The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of school and educators'. Sir Kevin Collins.

It is our intention that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of their learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. This includes those children who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as those who are supported by a social worker, who are under a guardianship order or who may be young carers.

Our fundamental aim for all our children is to provide a rich, varied and exciting curriculum with a broad range of stimulating learning experiences. We aim to nurture our children's talents and abilities, providing opportunities for each child to reach their potential and be happy, confident, resilient and enthusiastic learners. High quality teaching- proven to have the greatest impact on closing the disadvantage attainment gap - is at the heart of our approach, alongside a commitment to provide a nurturing environment which supports wellbeing and develops the whole child. This approach will benefit all the children in our school.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by the pandemic, including non-disadvantaged children.

This strategy will work alongside our School Development Plan and the action plans of subject leaders.

It is useful to note that Eastry CE Primary School sits within the band of the 50% most deprived areas in the country. Our LSOA index of multiple deprivation is 16,323 out of 32,844. With 1 being the most deprived.

In our school we have identified 5 key areas that hinder the potential of our vulnerable children:

1. Poor social, emotional and mental health
2. Lower attainment and lower rates of progress than non pupil premium children in school and nationally
3. Poor parental engagement and aspiration
4. Lower attendance rates compared to non pupil premium children
5. Poor behaviour for learning

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Our assessments, Boxall profiles, observations, pupil voice and discussions with families have identified social and emotional issues for many pupils, as well as a lowering in self esteem and resilience and raised anxiety. This seems to be linked to lack of social interaction and enrichment opportunities, which has not recovered to pre pandemic levels. These issues particularly affect disadvantaged pupils and impact on their attainment.</p> <p>The school has seen an increase in teacher and parental referrals for support year on year. Many of these are for disadvantaged pupils.</p>																																								
2	<p>Internal assessments and comparison to national data indicates that reading, writing and maths attainment among disadvantaged children is significantly below that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77.8%</td> <td>75.2%</td> <td>74%</td> <td>64.3%</td> <td>73.3%</td> <td>72%</td> <td>64.3%</td> <td>71.1%</td> <td>73%</td> </tr> <tr> <td>FSM</td> <td>28.6%</td> <td>61%</td> <td></td> <td>28.6%</td> <td>57.3%</td> <td></td> <td>42.9%</td> <td>51.8%</td> <td></td> </tr> </tbody> </table>		Reading			Writing			Maths				EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%	FSM	28.6%	61%		28.6%	57.3%		42.9%	51.8%	
	Reading			Writing			Maths																																		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL																																
ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%																																
FSM	28.6%	61%		28.6%	57.3%		42.9%	51.8%																																	
3	<p>Attendance data, attendance levels for parent's evenings, engagement as part, involvement in meet the teacher events, support with home reading and home learning activities indicate that there is a less than ideal level of <u>parental/ carer engagement</u> and input from a significant number of parents.</p>																																								

4	<p>Attendance data over the past 3 years indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils and that persistent absenteeism is higher.</p> <p>Term 1-2 of 2025 Attendance was 91% for disadvantaged children</p> <p>Our assessments and observations indicate that this lower level of school attendance is negatively impacting our disadvantaged pupil's progress.</p>
5	<p>Observation, pupil and teacher voice and lower rates of progress and attainment indicate that our disadvantaged pupils have less well-developed behaviours for learning than our more advantaged pupils. This impacts on behaviour, rates of progress and attainment, as well as well-being, resilience, the ability to collaborate and the ability to make good choices. The lack of embedded behaviour for learning may have been influenced change in value placed on education by some families post pandemic.</p>

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
<p>Improved and sustained wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative evidence from pupil, parent and teacher observations and surveys and voice. • Progress in boxall data • Percentage of pupils making at least expected progress will increase, with the gap between disadvantaged and non disadvantaged pupils will decrease.
<p>Disadvantaged pupils will have similar attainment to non-disadvantaged pupils in school and nationally in reading, writing and maths.</p> <p>Accelerated progress across KS1 and KS2 for all disadvantaged pupils including high attaining pupils and pupils with SEN.</p>	<p>Data capture demonstrates achievement and progress of disadvantaged children is similar to non disadvantaged children both in school and nationally.</p> <p>Moderation between year groups and between local schools confirms assessment levels.</p>
<p>Parents and carers of disadvantaged children work more closely in partnership with school which in turn will lead to increased levels of aspiration and increased attainment and wellbeing</p>	<p>Parent voice indicates a greater ability to support children's learning and a feeling of partnership with the school.</p> <p>Parent involvement in learning increased and parent attendance at school events increases</p>
<p>To achieve and sustain improved attendance levels for all pupils, particularly our disadvantaged pupils, including those with SEN.</p>	<p>Reduced numbers of persistent absentees among pupils eligible for pupil premium.</p>

	<p>Overall attendance level of disadvantaged pupils improves inline with all pupils and whole school attendance will improve to 95% or better.</p>
<p>Consistently high levels of Quality First Teaching observed in every classroom used to support positive learning behaviours for all children.</p>	<ul style="list-style-type: none"> • Teaching is good or better. All children can enjoy and access their learning • Decrease in low level classroom disruption and an observable increase in positive behaviour for learning. • Observations note use of high quality teaching repertoire of strategies, used flexibly to support individual needs • All pupils make at least expected progress from their starting points.

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: £30,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of whole school assessment tool</p> <p>Training for staff and ongoing moderation opportunities to ensure consistent application</p>	<p>An accurate and agreed system of assessment to track pupil progress and attainment and that is in line with our school curriculum will allow greater accuracy and confidence of data analysis. This will facilitate more targeted and structured teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	
<p>Widget software to support the visual communication</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DfE, 2015. High Quality Teaching The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. EEF 2022 – 2023. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” Sutton Trust Report, 2011. Within the school context, regular evaluation of teaching provides consistency in evaluation of the teaching and learning profile.</p> <p>Works to support adaptive teaching particularly for cognitive strategies, scaffolding strategies and supports explicit instruction:</p>	<p>2,4,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding for teacher release time for CPD, peer to peer observation and collaboration/ support. Opportunities for maths lead to target support and lead CDP as per action plan working alongside the matsh hub</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,5
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Funding for teacher release time for CPD, peer to peer observation and collaboration/ support. Opportunities for English lead to target support and lead CDP as per action plan</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF guidance is based on a range of the best available evidence</p>	2,5
<p>Attend CBA training with KCC Ed psych and dissemination to support staff..</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>	1,2,5
<p>Support the teaching of pupils with SEMH needs</p> <p>Trauma Informed Schools approaches</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>	1,2

will be embedded into routine educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Zones of regulation training for		

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

Budgeted cost: £23,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and English lessons for disadvantaged children who did not make at least expected progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
1:1 and small group interventions to develop and support wellbeing and learning behaviour delivered	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Continued and sustained development of our nurture group with the aim of providing small group, high quality input for disadvantaged children who are	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups Both targeted interventions and a universal approach can have positive overall effects.	1,4

struggling to engage in the main classroom. Staff costs, staff CPD and ongoing planning/preparation time. Development of lunchtime provision to meet SEMH needs		
Speech and Language link	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).	2
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.20.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' 1,2,3,4 5 learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.	2

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT and inclusion leader Whole staff and targeted staff training on principles of trauma informed schools principles, nurture and	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups Both targeted interventions and a universal approach can have positive overall effects.	1,4

improved SEMH, improved learning behaviours.		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Admin assistant to target parental involvement and support. Ensure Attendance Policy followed and understood.</p> <p>HT to conduct check ins and phone calls to support families of persistent absentees and persistent lates</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3,4
Additional time from admin staff to track and monitor lates, (including home visits) and identified external support for vulnerable children	<p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, NFER, 2015.</p> <p>Attendance intervention rapid assessment, EEF 2022, examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature. Within the school context, in depth attendance analysis takes place half termly supported by daily tracking systems.</p>	2
Provision of Early Morning Club to support	Evidence has demonstrated that where a place at Early Morning Club has been offered some late	4

attendance alongside parental need.	attenders are able to access the whole school day.	
Soft Landing Club	In line with nurture UK TIS principles giving children a positive and calm start to the day improves attendance and wellbeing providing an emotionally available adult to support that secure attachments with adults are vital for healing. The education secretary roadmap 2025 https://www.gov.uk/government/news/education-secretary-sets-roadmap-to-improve-attendance-levels	1,2,5
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: £70,781

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 2023-2024

24/25 review

- EYFS

-

	EASTRY	KENT	NATIONAL
ALL (27)	80%	67.8%	67.8%
FSM	62.5%	48.7%	

- Phonics Year 1

-

	EASTRY	KENT	NATIONAL
ALL (18)	83.3%	78.6%	80.2%
FSM (3)	57.1%*	63.1%	

-

- Phonics Year 2

-

	EASTRY	KENT	NATIONAL
ALL (9)	33.3%	52.1%	54.6
FSM (4)	50%	45.3%	

-

- KS2 SATs- EXPECTED STANDARD

-

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%

FSM	28.6%	61.9%		28.6%	57.3%		42.9%	51.8%	
-----	-------	-------	--	-------	-------	--	-------	-------	--

Steps were taken to ensure that barriers to learning continued to be a focus. Typically, children receiving small group intervention made the expected progress in in the core subjects from their starting points

Attendance: 92%

End of year celebrations for Y6 were and Pupil Premium was spent wisely to ensure that all children could attend the planned trips and activities if desired creating lasting memories