Pupil premium strategy statement

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	Eastling Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-6, 2026-7, 2027-8
Date this statement was published	Nov 26
Date on which it will be reviewed	Nov 27
Statement authorised by	Melanie Dale, Headteacher
Pupil premium lead	Clare Mansfield
Governor / Trustee lead	Patricia Payne, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,240
Recovery premium funding allocation this academic year	£0
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	£35,240

Part A: Pupil premium strategy plan

Statement of intent

At Eastling Primary school, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We will ensure that all teaching staff are involved in the discussion, analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses in their class groups and that they are actively planning to meet their needs and narrow the gap in attainment and achievement.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

Common barriers to learning for disadvantaged learners can be: weak language and communication skills, poor vocabulary, more frequent behaviour difficulties, less parental support at home, mental health and self-esteem issues (leading to SEN diagnosis) attendance and punctuality. There may also be complex family situations that prevent our learners from flourishing.

The challenges are varied and there is no “one size fits all”.

High quality first 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. Implicit in the intended outcomes below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

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. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of **all** the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Act early to intervene at the point the need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils.
2	Social, emotional and mental health -some pupils struggle to self-regulate and manage emotions in an age-appropriate way.
3	Gaps in early reading and phonics – pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
4	Our data from the end of KS1/KS2 assessments in Maths, reading and writing show that disadvantaged pupils attainment is below their peers
5	A lack of participation in enrichment opportunities offered through school or external organisations. These challenges particularly affect disadvantaged pupils, and affects their overall sense of wellbeing and confidence, impacting on their social, emotional and academic learning.

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 improved speech and language skills among disadvantaged pupils.
Increased attendance and punctuality rate for disadvantaged children.	Attendance of disadvantaged pupils is continuing to increase and will become at least 95%.

Pupils are able to self-regulate and manage their emotions in an appropriate way.	Leuven scales show improvement in pupil's wellbeing and involvement. Pupil questionnaires show improvement in well- being. Observations show that pupil's behaviour shows a positive improvement.
Continued use of phonics catch up interventions shows an increase in disadvantaged children passing the Y1 phonics screening test.	Disadvantaged pupils achieve national benchmarks for the Phonics Screening Check by Year 2. Evidence of accelerated progress for pupils receiving targeted phonics interventions.
Improved reading and writing attainment amongst disadvantaged pupils at the end of KS1/KS2	KS2 reading and writing outcomes in 2025/26 show our disadvantaged pupils have made good progress against their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS1/KS2.	KS1/KS2 maths outcomes in 2025/26 show that our disadvantaged pupils have made good progress against their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in opportunities with school and 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: £11,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant organising workshops for parents (anxiety, phonics)	EEF (+4) Involving parents in engagement of Children's learning to improves children's outcomes Parental engagement | EEF (educationendowmentfoundation.org.uk)	2,3,4
Quality first teaching for all pupils. Maths and English are high priority on school development plan. CPD is important and frequently attended by subject leaders.	EEF guide to pupil premium – tiered approach - Quality teaching is top priority, including CPD. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development Sutton Trust – Quality First teaching has direct impact on student outcomes	3, 4, 6
Writing: All teachers continue to embed and use the Jane Considine's "The Write Stuff" approach to writing (including EYFS)	Pupils given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them. English leader to create a sequential, cohesive Writing Curriculum using best practice from the DfE Writing Framework. Research evidence to support "The Write Stuff" and its impact: Intended design and impact of the Write Stuff	1, 3, 6
Enhancement of our maths teaching through embedding arithmetic in all areas of mathematics to bring standards in line with national standards and EFF guidance. We will fund teacher release	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3	4, 6

time to embed key elements of guidance in school and to access Maths Hub resources (including Teaching for Mastery training). Use of NCETM mastery number programme with EYFS, Y1 and Y2.		
Speech and language: To continue to screen all children on entry using Speech Link and language link and ensure bespoke programmes are put in place. EYFS Teacher and TA trained in the use of NELI. Use of a private speech therapist to assess, create programmes and train staff every other term.	Use of Speech Link and Language link to quickly identify areas of concern in language, communication and understanding. Early targeted interventions to be put in place. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3, 6

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

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to to deliver 1:1 and group nurture sessions to support children experiencing social or emotional difficulties.	There is extensive evidence of 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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 6

External Play therapist to support targeted children. Sensory circuits extended to all children daily.		
Continued investment in Spelling shed for pupils in Y1-Y6 NESSY – reading and spelling intervention (6 licenses for targeted children)	There is evidence that technologies can make teaching and learning more efficient and/or offer supplementary practice. The studies from 2019 show that "Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as a supplement to normal teaching rather than as a replacement" https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	3, 4, 6
Nuffield early language intervention (NELI) – Speech and language in EYFS	Training is provided through the EEffective (KCC) program to deliver NELI to support the language development in our Early Years class. https://nuffieldfoundation.org/project/nuffield-early-language-intervention	1,3,6
Phonics catch up sessions - Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support. Phonics workshop for parents.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,5
Reading catch-up/1:1 reading	Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological	1,3, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: £15,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	Cultural Capital is defined as "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement (Ofsted, 2019) The school plans a wide range of enrichment activities and opportunities such as theatre trips, music lessons, outdoor learning days, trips to museums, art galleries.	2,5
Full or part payment for enhancing activities such as class trips or PGL for disadvantaged pupils.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,5
Free morning club place and after school club place for disadvantaged pupils.	In school we have found that offering places in Morning club has had a positive impact on children starting the day in a calm and settled way. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/	2,5
OPAL – Outdoor Play and Learning for Schools	The review of literature on playtimes in primary schools has highlighted both the value of good playtimes and the concerns that schools and children have. The research shows that opportunities for self-organised play have diminished both at home and in schools. The benefit in outdoor playtimes can be found in	2,5

	children's greater engagement in a range of movements; in increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; reduced stress, boredom and injury. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://outdoorplayandlearning.org.uk/research-and-evidence/	
Lego breaktime club	Some children find breaktimes overwhelming and struggle with social and emotional issues. Offering a safe haven with Lego at breaktime can help them transition back into class more effectively	2

Total budgeted cost: £35,240

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 2025 to 2026 academic year.

Any analysis of outcomes for disadvantaged pupils at Eastling, must take into account the very small numbers of pupils in some year groups. Overall percentages can be unhelpful, misleading and can lead to identification of pupils.

Our internal assessments during 2025/26 suggest that the performance of disadvantaged pupils has demonstrated good improvement following the implementation of the strategies introduced last year in our three-year plan.

In our EYFS class, there was 1 disadvantaged child, who did not achieve GLD.

In Year 1, out of 2 disadvantaged children, both passed the phonics screen.

In Year 2 for the phonics re-sit, all 3 of our disadvantaged pupils passed.

There is no expected standard threshold for the multiplication check in Y4, but out of 5 disadvantaged children, 3 scored full marks, 1 scored 24/25 and 1 scored 21/25.

There were 2 disadvantaged children in our Year 6 cohort and one achieved expected in all areas, the other child was disapplied.

As a school we recognised the need to continue to focus on maths as a priority in the next academic year.

Overall attendance for 2025-26 was 95.91% down slightly from 96.2% the previous year. Pupil premium attendance was 94% also slightly down from the previous year at 94.5%. 2 PP children were persistently absent (85%).

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
Times Table Rockstars	Maths Circle Ltd

Speechlink and Language Link	Speechlink multimedia Ltd
Nessy	Nessy Learning Ltd
White Rose	White Rose Education
Kapow	Kapow Primary
Classroom secrets	Classroom secrets
Spelling shed	Education Shed Ltd
Charanga	Charanga Ltd
Supersonic Phonic Friends	Supersonic Phonic Friends

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)