

Pupil premium strategy statement - Eastington Primary School 2024-25

This statement details our school's use of pupil premium funding (and recovery premium for the **2024 to 2025** academic year) 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	Eastington Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	5% (7 children onsite)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Zoe Avastu
Pupil premium lead	Zoe Avastu
Governor Lead	Carol Trim

Funding overview

Detail	Amount
Funding given by type of PP:	
<i>Funding for Ever 6/pupil =£1,455</i>	£8730
<i>Funding for service children £335/pupil = £335</i>	£335
<i>Funding for LAC/pupil = £2,530</i>	£0
Pupil premium funding allocation this academic year	£9,065
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	£9,065

Part A: Pupil premium strategy plan

Statement of intent

We understand that education does not end at primary, however, we believe good attainment in core skills and strong social, emotional & personal skills make accessing next steps in education & adult life more likely and enjoyable.

We believe quality teaching, positive attitudes to learning and resilience change outcomes and strive to offer this to all children.

We understand that being in receipt of PPG does not mean a child has additional needs. We use funding to support children of all abilities to achieve well.

We aim to:

- Provide high quality teaching for all children in receipt of PPG (and at the same time benefit non-disadvantaged).
- Provide targeted academic support for all children in receipt of PPG so attainment is raised, this includes tutoring for each child in receipt of PPG regardless of present attainment.
- Provide Universal and targeted emotional support for all children in receipt of PPG when needed so behaviour, well-being and relationships are positive.
- Ensure children in receipt of PPG can access wider opportunities regardless of family income and personal circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in R/W/M for some children in receipt of PP is below WA, especially in writing.
2	Access to educational experiences to enhance cultural capital such as trips, residential visits and extra-curricular activities are limited for some children.
3	Some children have social and emotional needs which impact on their educational engagement, progress and well-being.

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>The progress of pupil premium children is at least in line with other pupils nationally in Reading, Writing and Maths.</p>	<p>Writing journeys are well developed allowing for more shared writing of text to embed text structure/features in long term memory.</p> <p>In year children make secure/accelerated progress in R/W/M.</p> <p>From their prior attainment baseline, children should move attainment groups in at least one subject R/W/M.</p>
<p>Pupil Premium children have access to wider opportunities regardless of family income and personal circumstances.</p>	<p>Children have opportunities to develop school values and additional leadership skills (through Sports & Well-Being Leaders etc.).</p> <p>Children have equal access educational visits.</p> <p>Children feel they belong through having school uniform.</p>
<p>Children in receipt of PPG have an increased understanding of emotions which can impact on social situations and can use some strategies that help to regulate.</p>	<p>Children have an increased understanding of emotions – sensations/naming them/intensity; children have a shared language to help discuss feelings/problem solve; children have strategies to support self regulation - through Zones of Regulation development in school (well-being program in KS2 C3, ELSA trained TA support/TA focused support, external agency support etc. too).</p> <p>Children feel safe and happy in school.</p> <p>Children are engaged and work hard.</p>

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Teach writing composition strategies through modelling and supported practice. Review writing journey and develop Phase 3 further - describing/modelling through shared writing and reducing support nearer the end of the writing journey to supporting securing text skills in long term memory. • Review use of SC for writing. • Agree opportunities to write in other curriculum areas to support staged practice. • Agree grammar colour code so consistent over the school when used. • T&L Leader/HT/Eng Leader writing obs/book looks. • Coaching: T&L leader obs/pair teaching, SEND clinic with T&L Leader/SENDCo • Update Writing at Eastington doc. 	<p>-Improving KS2 Literacy: *Recommendation 4: Teach composition strategies through modelling and supported practice</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1737997644</p>	1
<ul style="list-style-type: none"> • SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. • Training for all staff on Zones of Regulation to develop shared understanding of the approach, shared language and understanding behind the approach. • PSHE / T&L Leader plan key areas of Zones of Regulation sequentially and share with Ts. • PSHE Leader / T&L Leader amend PSHE curriculum and Ts share with children. • Explicit teaching of the Zones of Regulation Model, language, strategies in all classes + assembly. • Agree class resource/displays to reflect learning. • Share info with parents – letter/ Parent eve. 	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1682325304</p>	3 1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Additional intervention 1:1/small group, led by TA in R/W/M. Interventions are brief, regular, have objective target set by the teacher, resources provided by teacher. SMART targets devised, monitored and adapted as needed, reviewed termly in NtG meetings with T/SLT. Assessments inform intervention. 1:1/group sessions to support wellbeing/ positive social & emotional skills with TA/ ELSA trained TA when needed. Additional support from Early Help wider services when needed such as Play therapist. 	<ul style="list-style-type: none"> EEF: Making best use of TAs: Recommendation 5. Targeted intervention 1:1/small group shows positive impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants TA led intervention focus on collaborative learning and explicit teaching of comprehension strategies: using reciprocal reading approach in small groups and 1:1 teaching of inference skills (Reading Between the Lines). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EET: Improving mathematics in KS2+KS3: Recommendation 4: Ensure children develop fluent recall of facts. Additional support for KS2 pupils to develop times table recall. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1737998016 Social/Emotional intervention for specific pupil/s. Focus on interactions with others/recognising emotions/strategies to support self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	<p>1, 3</p>

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

Budgeted cost: £1065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Children in KS2 develop their understanding of well-being through well-being KS2 program (C3).</p> <p>-Children in Y5 have opportunities to develop social & emotional/ leadership skills through Sports & Wellbeing leadership program.</p> <p>-Children have equal access to trips/residential etc.</p> <p>-Children have school uniform.</p>	<p>-Children who develop good social & emotional skills/values/leadership /understand how to keep well, enrich their life experiences and this is beneficial for health, well-being/self-esteem and supports a growth mindset and improved outcomes.</p> <p>-Children feeling positive about being part of our school community and have a sense of belonging.</p> <p>-Children who have access to wider opportunities such as educational visits, PGL (activities have a strong focus on resilience, good communication, team work, responsible decision making)/educational visits etc expand their cultural capital (supporting long term academic success/engagement in society.)</p>	<p>2</p>

Total budgeted cost: £9065

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.

2023-2024													
AIM	OUTCOME												
<p>Improvement in Times Table Recall.</p> <p>Pupil premium children progress well in Reading, Writing and Maths and move attainment group over time.</p>	<p>Sept 2023-July 2024</p> <p>Times Table knowledge Focus:</p> <ul style="list-style-type: none"> Varied strategies used by Ts to support teaching/ practising, including use of technology. Assessments used to focus intervention. Times table Club take up was positive, children were happy to take part/could see their progress. Times tables had a higher focus in school & conferencing showed children (including PP) understood how table knowledge helped in other maths areas. Parent evening was attended by about 30 – feedback was very positive from evaluations. PP children made good progress and overall average for Y4 improved to well above National. <table border="1"> <caption>Y4 Multiplication Table Screening School Results</caption> <thead> <tr> <th></th> <th>School Average</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>20.0</td> <td>19.8</td> </tr> <tr> <td>2023</td> <td>18.3</td> <td>20.2</td> </tr> <tr> <td>2024</td> <td>23.5</td> <td>20.6</td> </tr> </tbody> </table> <p>Attainment data of PP group (Excluding Y6 pupils in the group)</p> <p>Attainment Overview for Pupils (from 2023-2024) in Years 1-6, who are pupil premium - 2023-2024 Autumn 1 - Average Depth</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading: 5 pupils - Average: 0.6 (40% Well below, 60% Expected)</p> <p>Writing: 5 pupils - Average: 0.5 (60% Just below, 40% Expected)</p> <p>Maths: 5 pupils - Average: 0.8 (20% Just below, 80% Expected)</p> <p>Attainment Overview for Pupils (from 2023-2024) in Years 1-6, who are pupil premium - 2023-2024 Summer 2 - Average Depth</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading: 5 pupils - Average: 3.1 (80% Expected, 20% Above)</p> <p>Writing: 5 pupils - Average: 2.5 (60% Just below, 40% Expected)</p> <p>Maths: 5 pupils - Average: 3.0 (20% Just below, 60% Expected, 20% Above)</p> <p>Y6 Data:</p> <p>-The one Y6 pupil who was in receipt of PPG achieved Greater Depth in Reading, Working At in Writing & Maths. Due to covid-19 there was not</p>		School Average	National	2022	20.0	19.8	2023	18.3	20.2	2024	23.5	20.6
	School Average	National											
2022	20.0	19.8											
2023	18.3	20.2											
2024	23.5	20.6											

	progress data for the pupil. However, from Y2 prior attainment using school assessments they moved up attainment group in Reading (from WA), Writing (from WT) and in Mathematics (from WT).
Emotional support improves children's mental health, well-being: TA support/intervention/outside agency support when needed.	-In school support offered to 1 pupil in receipt of PP. Intervention focussed on social skills with peer / strategies for social situations. Social skills/self-esteem improved. The pupils established a positive, secure friendship group over the year. The pupil has strategies which they use to help themselves independently and ask for help when needed.
Pupil Premium children access to wider opportunities.	<p>All children had access to uniform.</p> <p>PP children accessed a range of additional activities over the year: educational visits, PGL Adventurous Activity Course. All were enjoyed, supported curriculum areas and for the majority of our PP children offered access to opportunities they would not typically have.</p> <p>Children in KS2 enjoyed Well-Being block of sessions. Conferencing with children showed all children, including PP, knew some ways to keep themselves mentally and physically well.</p> <p>1 child was trained and achieved Sport & Well-Being Leadership. They led activities for other children in school at lunch/break time and this was positive for the pupil's confidence/self-esteem. They stated they enjoyed the experience learned that helping others also made them feel good inside.</p>

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

Further information (optional)

In 2025-2026

*We plan to run TA led interventions for children who are PP in 25/26. **£4000***

*We plan to improve teacher skills in supporting children in core curriculum areas. We estimate this will cost **£3000***

Useful information

EEF: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Pupil Premium Guidance 2024-25

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>