

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Eyrescroft Primary School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024, 2025, 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Pupil premium lead	Sophie Dines
Governor / Trustee lead	TEFAT Simon Pink

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,201
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	£150,201

Part A: Pupil premium strategy plan

Statement of intent

At Eyrescroft Primary School we aim to enable all pupil premium children to reach their full potential by working towards achieving national standards in reading, writing and maths making accelerated progress to close the gap between them and their peers.

Due to our children's identified barriers we prioritise the development of early reading and phonics and our current strategy is to ensure good quality teaching for all children.

Our key principles are that all children receive good quality teaching and learning, CPD for staff is of high quality and identifies long term strategies for improvement and interventions are carefully planned and targeted to accelerate progress. We also prioritise other factors that affect children's progress and well-being such as attendance, behaviour and family support.

Challenges

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

Challenge number	Detail of challenge
1	Number of pupils who are persistent absentees.
2	Low levels of communication and language development on entry to school
3	Emotional wellbeing/ welfare concerns
4	Lack of engagement and experiences to support learning outside of the classroom
5	Low community aspirations due to communities own experiences

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
For identified children, a tailored and bespoke curriculum will support good progress	Teachers can identify next steps of learning for identified children and monitoring and evaluation show children are making good progress
Improved number of disadvantaged pupils achieving national expectations in the Key	Published results year on year will show significant improvement.

Stage1 Reading, Writing and Maths assessments	Achievement gap between non-pupil premium and pupil premium lessens.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage 2 Reading, Writing and Maths SATs	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attendance of disadvantaged pupils meaning fewer persistent absentees.	Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils that are persistent absentees will be in line with or lower than national average.

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: £71,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified staff to engage with CPD (My Feelings and Me) through the NESSIE EBSA programme.	As quoted in the Ofsted document, The Pupil Premium ; 'Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning'.	1, 3
Provide training for staff to ensure effective delivery of targeted interventions	Research has found that ensuring appropriate staff have received high quality training and have identified target groups for interventions leads to accelerated progress as found by the EEF, Teaching Assistant interventions (EEF research)	2, 4

Training and implementation of Drama for Learning strategy	Drama for learning gives all children an increased opportunity for discussion leading to an improvement in vocabulary and articulation. This has been found to led to significant additional progress by the EEF, Oral Language interventions (EEF research)	2, 4
Further Training and embedding of Reading for Pleasure strategy	The Open University have completed extensive research and found that there are four key components to the effective pedagogy in teaching Reading for Pleasure, found to have a sustained impact on children's reading, Reading for Pleasure Open University study	2, 4
CPD to develop teachers understanding of the use of assessment to ensure progressive learning across the curriculum	This CPD ensures teachers knowledge of the use of assessment is effective in delivering Mastery Learning (EEF research)	4
Purchase and embed accelerated Reader to develop Reading for Pleasure	Accelerated Reader encompasses a range of reading comprehension skills which are found to accelerate pupil's reading ability as found by EEF, Reading Comprehension Strategies (EEF research)	2, 4
Purchase of quality texts linked to all curriculum areas	Research has found that it is vital that teachers have a good knowledge of a wide variety of high quality texts and that children are exposed to these in all areas of learning. This will then impact on children's reading for pleasure and progress. Reading for Pleasure Open University study	2, 4

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one phonics/reading interventions (EYFS, year 1, year 2 and year 3)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This being delivered through targeted one to one intervention also supports children's oral language development: Phonics (EEF research)	2, 4

	Oral Language interventions (EEF research)	
Targeted and flexible English and maths interventions (Year 3, 5 and 6)	Interventions will be delivered in small groups that are tailored for the specific pupils' needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: Small group Tuition (EEF research)	2, 4
Targeted EYFS interventions to develop early language and vocabulary	Interventions will be delivered in small groups that are tailored for the specific pupils' needs and include a focus on early language and vocabulary. As found by the EEF this leads to significant progress: Small group Tuition (EEF research) Oral Language interventions (EEF research)	2, 4

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

Budgeted cost: £26,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To complete family meetings targeted around improving attendance	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. As quoted in the Ofsted document, The Pupil Premium ; 'Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning'.	1, 3
Continue to embed Protective Behaviours strategies for identified children	Children's understanding of learning, willingness to learn but also emotional readiness to learn have all been found to impact their progress. Delivering small group and one to one interventions specifically for children identified as needing this will support will help them make good progress: Meta-cognition and self regulation (EEF research)	3, 5

	<u>Social and emotional learning</u> (EEF research)	
Continue to embed therapeutic behaviour ethos	The 'Steps' behaviour ethos includes developing a whole school culture to promote prosocial behaviour and also interventions for those requiring more targeted support with behaviour choices. Both are proven to have a marked impact on pupils progress: <u>Behaviour Interventions</u> (EEF research) <u>Meta-cognition and self regulation</u> (EEF research) <u>Social and emotional learning</u> (EEF research)	3, 5
To support breakfast club for identified families	Breakfast club provides children with social interaction with peers whilst ensuring they are fed and ready to start their day positively. The breakfast club has planned activities to promote social interactions with peers and adults support identified children through these in a less academic environment. <u>Social and emotional learning</u> (EEF research)	1, 3, 5
To provide identified children with outsourced therapeutic opportunities	Particular pupils identified as requiring specific support with their behaviour make far better progress when receiving targeted pastoral support in terms of behaviour choices and the factors that may be impacting on their conscious and subconscious behaviour choices: <u>Behaviour interventions</u> (EEF research)	1, 3
Support families financially through providing community boxes (food, toiletries, books, uniform as needed)	Some families seek support from school as they are in 'crisis' and this impacts significantly on children's well-being and progress. We have seen a particular rise in this throughout the pandemic and have worked on developing a relationship with families enabling us to support wherever possible. We also provide books and educational resources in the community boxes to support parents to engage in learning activities with their children: <u>Parental engagement</u> (EEF research)	3
To provide enrichment opportunities (e.g. Rock Steady, Dance and Kick Off)	Engagement in enrichment activities are found to often have a positive impact on well-being, confidence and also other	1, 3, 5

	academic areas; Arts participation (EEF research)	
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Total budgeted cost: £165,058

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 2024 to 2025 academic year.

Aim	Outcome
Improved number of disadvantaged pupils achieving national expectations in the year 1 phonics screening check	Data shows that there has been an increase in the percentage of disadvantaged children achieving the expected standard in the phonics screen from 70% to 78% and these pupils outperformed non-disadvantaged pupils.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage 1 Reading, Writing and Maths assessments	Data shows that for the year 2025 there is a significant gap in the performance between disadvantaged pupils and pupils that are non disadvantaged. In the year 2024 disadvantaged pupils outcomes were broadly in line with non disadvantaged pupils, showing that this is a cohort concern. As a result further support is being put in place for this cohort as they move into year 3, as above in the planned actions.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage 2 Reading, Writing and Maths SATs	For the 2025 SATs, the gap between disadvantaged and non disadvantaged has continued to decrease to the following: Reading 10% Writing 8% Maths 5%
Improved attendance of disadvantaged pupils meaning fewer persistent absentees.	The number of disadvantaged children identified as persistent absentees has significantly decreased from 29% in 2024 to 18% in 2025.

Externally provided programmes

Programme	Provider
Therapeutic Thinking	Cambridgeshire County Council
Early Help	Peterborough Local Authority

Further information (optional)

At Eyrescroft we value and welcome all children and families and build positive relationships between all, this directly affects children's wellbeing in school and motivation to learn.