

Pupil premium strategy statement – Eynesbury C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	187
Proportion (%) of pupil premium eligible pupils	21.4%
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)	Summer 2026 – Summer 2029
Date this statement was published	28 th April 2026
Date on which it will be reviewed	28 th April 2027
Statement authorised by	Alana Brown
Pupil premium lead	Caroline Truman
Governor / Trustee lead	Beverly Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,000

Part A: Pupil premium strategy plan

Statement of intent

- *All pupils, irrespective of the challenges they face and their starting point, will make at least expected progress against age-related expectations.*
- *Where appropriate, pupils are provided the support to achieve greater depth across the curriculum.*
- *To use quality first teaching, proven to have the greatest impact upon closing the attainment gap, ensuring all pupils foster a love of learning and supported to achieve individual goals.*
- *To improve language acquisition, oral communication skills, and writing attainment for disadvantaged pupils across the primary phase.*

We aim to do this by:

- Teachers using assessment and analysis to make aspirational targets and plan appropriate support to aid the children in achieving this.
- Pupils to be enrolled on a carefully selected class based or school wide programmes to support pupils and help them excel. Early identification of need is paramount to make this successful.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Ensure all parents and carers are kept up-to-date with current pupil premium guidance and support.
- Children exposed to daily reading and phonics sessions to support their reading fluency and understanding of a variety of texts. Use assessment to monitor the progress of all children in reading and to identify children who need support.
- Ensuring children are exposed to and explicitly taught topic specific vocabulary.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and oral language skills Baseline assessments and teacher observations indicate that some disadvantaged pupils enter school with lower levels of language development.
2	Reduced confidence in speaking and listening activities Pupil voice and classroom observations show that some pupils are reluctant to contribute verbally.
3	Lower attainment in writing Assessment data demonstrates a gap between disadvantaged and non-disadvantaged pupils in writing across several year groups.
4	Limited exposure to rich language experiences outside school Some pupils have fewer opportunities for discussion, reading and vocabulary development at home.

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
Disadvantaged pupils demonstrate improved oral language and communication skills.	- Increased participation in classroom discussion. - Improved speaking and listening assessment outcomes. - Greater confidence observed through pupil voice surveys.
Disadvantaged pupils achieve improved writing attainment.	- Increased percentage of pupils meeting age-related expectations in writing. - Reduced attainment gap between disadvantaged and non-disadvantaged pupils. - Improved quality of vocabulary, sentence structure and composition in writing
Teachers consistently embed high-quality oracy strategies to support learning.	- Oracy approaches evident in lesson observations. - Increased opportunities for purposeful talk across the curriculum. - Staff confidence improved through professional development.

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: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behavioural/ pastoral support</i>	EEF- Behavioural interventions +4 months	2,4
<i>Inset time for disadvantaged lead and English Lead</i>	EEF Toolkit – Mentoring - +2 months impact EEF Toolkit – Metacognition and self-regulation. +7 months impact EEF Toolkit- Oral feedback. +7 months impact	1,2,3,4
<i>Developing high quality teaching, assessment and curriculum which responds to the needs of all pupils.</i>	EEF Toolkit – Mastery learning- +5 months	1,2,3,4
<i>Professional development approaches including feedback, metacognition, reading comprehension and phonics.</i>	EEF toolkit- feedback- + 6 months EEF Toolkit – Metacognition and self regulation. +7 months impact EEF Toolkit- Phonics- +5 months EEF Toolkit – oral language interventions +6months EEF Toolkit- Reading strategies- +6 months	1,2,3,4
<i>Provide workshops for parents.</i>	EEF Toolkit – parental engagement + 4 months	1, 2, 3, 4
<i>Feedback on learning to support development of pupil engagement</i>	EEF toolkit- feedback + 6 months	1,2,3,4

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pro-social support/ intervention	EEF toolkit- social and emotional learning- + 4 months.	2, 4
General support staff	DFE – School Led Tutoring Guidance – +4 months impact.	1 , 2, 3, 4
Vocabulary/ oracy interventions	EEF Toolkit- Oral language interventions- +6 months	1, 2, 3, 4

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with and supporting parents	EEF Toolkit- Parental engagement- + 4 months	2,3,4
Supporting pupils' social, emotional and behavioural needs.	EEF Toolkit- Social and emotional learning- + 4months	1,2,3,4

Total budgeted cost: £ 62,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data:

Internal tracking data shows that 85% of PP pupils made expected or better progress in both Reading and Writing in 2024-2025 and 76% of PP pupils made expected or better progress in Maths. This is in line with their peers.

Internal data for PP pupils at the end of EYFS 2025 shows that all identified PP children achieved GLD, whereas only 88% of the overall cohort passed.

Internal data for PP in phonics screening checks shows that 80% of PP pupils passed, whereas 88% of the Year 1 cohort passed.

Internal data for PP pupils at the end of KS1 2025 shows that their outcomes were broadly in line with their peers in Reading and writing and the expected level but significantly lower in Maths and at Greater depth writing.

In our MTC 2025 PP Pupils achieved an average point score of 18.5, whereas the whole class achieved an average point score of 20.3.

November 2025 IDSR shows:

At the end of KS2, PP pupils working at the expected standard in Reading, Writing and Maths were close to both our school average and National Average. There was no significant difference between them and their peers. In reading, compared to their peers, disadvantaged pupils were slightly above their peers and the gap is narrowing. (Writing and Maths were close to peers with no significant gap trend.)

Our reading data shows we have above the national average number of PP pupils achieving the expected standard- National:63% School:75%

At the higher standard they were also close to peers with no significant gap trend.

When looking at the performance gap, writing is emerging as the weakest area, although this remains broadly in line with national trends and the outcomes of their peers.

Attendance

PP attendance 2024-2025: 92%

Whole school attendance: 95%

Context: There are 3 pupils impacting the overall attendance data. 2 of the pupils have medical reasons, the other was SEND related.

Background:

Aspirational goals were set for PP children with teachers at the start of the academic year and reviewed each term within pupil progress meetings. PP children were also monitored through learning walks each half term. Pupils were engaged and focused and supported as needed. The classroom environments were positive and purposeful, and all pupils were accessing learning. 1:1 reading remained in place for identified PP children who are not reading at home or needed to make accelerated progress. Observations also showed: staff using an adult in small group work or 1:1, effective use of physical resources, adaptation of activities and effective teacher feedback. Pupils were making efficient progress within the lessons we observed.

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
None	N/A

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Key EEF Recommendations Embedded Within This Strategy

1. Develop pupils' speaking and listening skills and wider understanding of language.
2. Explicitly teach vocabulary and language structures.
3. Use high-quality classroom discussion to deepen understanding.
4. Integrate oral language activities into curriculum teaching.
5. Provide targeted support for pupils who require additional language and literacy intervention.
6. Support pupils to plan, draft, revise and edit their writing through structured teaching approaches.
7. Use assessment and feedback to identify and address gaps in learning.

Intended Outcomes

- Increased confidence and participation in classroom talk.
- Improved oral language skills across all year groups.
- Increased writing attainment for disadvantaged pupils.
- Reduced writing attainment gap between disadvantaged and non-disadvantaged pupils.
- Consistent use of evidence-informed oracy strategies across the school.
- Stronger vocabulary development supporting achievement across the curriculum.

These will be assessed and reported on in April 2027.