

Eardisley CE Primary School Pupil Premium Strategy Statement 2025 – 2026



This statement details our school's use of pupil premium 2025 - 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	Eardisley CE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	10.2% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs L Williams
Pupil premium lead	Mrs L Williams
Governor / Trustee lead	Mrs C Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24025 Including: £2100 for service children & £5200 for PLA children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24025

Part A: Pupil premium strategy plan

Statement of intent

OUR PRINCIPLES

Consistent with our Values-based Education ethos and whole school curriculum, we celebrate the individuality of each child and ensure that teaching and learning opportunities meet the needs of all pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. High-quality 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 detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 disadvantaged pupils are challenged in the work that they're set

act early to intervene at the point 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.

ALLOCATION OF PUPIL PREMIUM FUNDS

At Eardisley CE Primary School, Pupil Premium funding will be allocated following an annual needs analysis which will identify priority classes, groups and individuals.

OUR PROVISION

This Pupil Premium statement describes the strategies we use and the provisions we make, using our Pupil Premium funding, to support children who belong to vulnerable groups (including those who are socially disadvantaged). The range of provision we have in place includes:

TEACHING

Additional teaching and learning opportunities provided by teachers, TAs or external agencies. Activities which support the mental health and well-being of pupils.

TARGETED ACADEMIC SUPPORT

Specific 1:1 support as part of an individual programme of learning. Small group interventions with experienced teachers or TAs, focussed on overcoming gaps in learning.

WIDER STRATEGIES

Assessment, training and advice from specialists such as speech therapy, educational psychologists, etc. Access to therapeutic interventions and advice. Providing finance for activities that provide access to a broad curriculum for groups and individuals, and cultural capital opportunities.

Challenges

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

Challenge number	Detail of challenge
1. Reading	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in phonics and reading.
2. Maths	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap narrows as pupil progress through school but remains significant to the end of KS2.
3. Wellbeing	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to impact their learning. Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment and cultural capital opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. A number of disadvantaged pupils have experienced Adverse Childhood Experiences (ACEs), which continue to affect their social and emotional development and readiness to learn
4. Attendance	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Over the last year, 40% of our 'persistently absent' pupils are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
1. Improved reading attainment among disadvantaged pupils	Year 1 phonics results and KS2 reading outcomes in 2025/26 show that more disadvantaged pupils meet the expected standard, and above national levels.
2. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more disadvantaged pupils meet the expected standard, and above national levels.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from Pupil Voice, parent surveys and teacher observations • an increase in participation in enrichment activities, among disadvantaged pupils
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance in 2025/26 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%. • the percentage of all pupils who are persistently absent being lower than 2024-2025.

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: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of new Headteacher to drive forward the Pupil Premium Strategy	Supporting the attainment of disadvantaged pupils (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-	1, 2, 3, 4
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for	1, 2, 3, 4

Training for staff to ensure assessments are interpreted and administered correctly.	development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
Purchase of new phonics scheme and materials related to the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
ELSA Training for TA staff. Trauma Informed Practice Training for all staff Trauma-Informed-Practice-and-ACES-Briefing-v2-Oct-2023-1.docx SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): Improving Social and Emotional Learning in Primary Schools EEF	3,4

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

Budgeted cost: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement NELI screening and targeted intervention for disadvantaged pupils in EYFS to develop and improve oral vocabulary and early language skills.	The EEF identifies oral language interventions as having high impact for very low cost, particularly for disadvantaged pupils. Oral language interventions EEF	1
Provide additional, targeted phonics sessions for disadvantaged pupils who require further support to secure early reading skills.	The EEF Toolkit identifies phonics as a high-impact (+5 months' progress), low-cost approach, particularly effective for disadvantaged pupils. Supported by DfE guidance on the teaching of early reading. Phonics EEF	1
Additional math sessions targeted at disadvantaged pupils who require further support. This will be delivered through the mastery of number project in collaboration with our local maths hub.	Mastery of number approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Mastery learning EEF	2
Embedding more effective practice around feedback.	EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.	1,2

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

Budgeted cost: **£4425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the Senior Mental Health Lead role	https://www.gov.uk/guidance/senior-mental-health-lead-training	3
Supporting families with financially accessing cultural capital experiences	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	3, 4

	https://culturallearningalliance.org.uk/what-is-cultural-capital/	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4
Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Provision for our PPG pupils is an integral part of our values-based curriculum, in which the individual needs and aspirations of pupils and their families are identified and nurtured within a supportive and aspirational environment. This approach involves both proactive and responsive strategies to develop self-confidence and self-esteem alongside knowledge, skills, and understanding across a broad and balanced curriculum. Pupil Premium spending is targeted to meet individual needs and contributes proportionally to the costs of activities and interventions that support these outcomes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf https://culturallearningalliance.org.uk/what-is-cultural-capital/ Out of school activities and the education gap - Nuffield Foundation Transport for Swimming Free milk Help towards trip and visit costs Help towards buying school uniform Individual music tuition TA support in class/as intervention to address individual needs.	3, 4

Total budgeted cost: £24'025

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 2024-2025 academic year.

End of KS2 data for disadvantaged children:

KS2 Attainment Summary List DfE															DfE 2025 FSM Eligible Disadvantaged			
Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High	
-	LA	460	43.7%	2.8%	102.7	35.9%	62.6%	19.8%	57.2%	5.4%	101.6	35.7%	62.4%	12.4%	102.3	37.4%	60.9%	15.0%
3035	Eardisley CofE Primary School	2	50.0%	0.0%	104.0	0.0%	100.0%	0.0%	50.0%	0.0%	99.0	50.0%	50.0%	0.0%	100.0	0.0%	100.0%	0.0%

In year 6 there were 2 pupils eligible for Pupil Premium. Each pupil is 50%.

Y1 phonics screening data for disadvantaged children:

Phonics Benchmark															2025 FSM Eligible Disadvantaged	
Etab. No.	Etab. Name	Cohort	Mark							Outcome						
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA		
-	Local Authority	285	10.5%	13.3%	5.6%	8.8%	33.0%	28.8%	29.8	0.0%	0.7%	9.8%	27.7%	61.8%		
3035	Eardisley CofE Primary School	4	0.0%	75.0%	0.0%	0.0%	25.0%	0.0%	10.0	0.0%	0.0%	0.0%	75.0%	25.0%		

In Year 1 there were 4 pupils eligible for Pupil Premium. Each pupil is 25%

Targeting development in outcomes in Y1 Phonics Screening and Y2 retakes is a key feature of the School Improvement Plan and Pupil Progress tracking.

Attendance of children in receipt of FSM has risen in 2024-2025, compared to the previous academic year:

Previous academic year

Use this page to compare previous academic years to the current year. Data is updated daily.

How filters work on this page

Filters identify a cohort of pupils based on their last recorded characteristics. Results are for the current year compared to their attendance last year. For example, selecting the filter for year 8 shows you the attendance outcomes of the current year 8 cohort, compared to their outcomes in year 7 (the previous academic year).

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	2.1%	97.9%	34.0%
Autumn 2024-2025	95.3%	4.7%	0.9%
Trend	↑	↓	↓
Spring 2023-2024	67.2%	32.8%	13.2%
Spring 2024-2025	93.6%	6.4%	1.2%
Trend	↑	↓	↓
Summer 2023-2024	85.6%	14.4%	6.9%
Summer 2024-2025			
Trend			
Overall 2023-2024	80.1%	19.9%	8.7%
Overall 2024-2025	94.7%	5.3%	1.0%
Trend	↑	↓	↓

Externally provided programmes

Programme	Provider
Bug Club Phonics	Pearson
Mastering Number EYFS/KS1	NCTEM
ELSA Training	ELSA Network

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Approved: Eardisley CE Primary School Full Governors Body Meeting: 24.11.25

Chair of Governors: Mrs Caroline Morris