

Eardisley CE Primary School Pupil Premium Strategy Statement 2024 – 2025



This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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	106
Proportion (%) of pupil premium eligible pupils	12.4% (14 children)
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	July 2025
Statement authorised by	Mr S Debenham
Pupil premium lead	Mr S Debenham
Governor / Trustee lead	Mr P Whittall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20720

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:

1. TEACHING

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

2. 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.

3. 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	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
2. Maths	<p>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.</p>
3. Wellbeing	<p>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 wellbeing survey), 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.</p> <p>Teacher referrals for support remain relatively high. 23% of pupils currently require additional support with social and emotional needs, receiving small group interventions. Five disadvantaged pupils have also suffered Early Adverse Childhood Experiences,</p>

	which impacts on social and emotional development and ability to access the curriculum.
4. Attendance	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Over the last year, 33% of our 'persistently absent' pupils are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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	KS2 reading outcomes in 2024/25 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 2024/25 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.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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.	<p>Improved attendance in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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 2023-2024.

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: £10720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of experienced Executive Headteacher to drive forward the Pupil Premium Strategy (MaST Primary teacher, NCETM PD Lead, Teaching for Mastery maths lead teacher).	Supporting the attainment of disadvantaged pupils (DfE) 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	1, 2, 3, 4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 4
Purchase of additional 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:	2

	Improving Mathematics in Key Stages 2 and 3	
<p>ELSA Training for TA staff; Values-based Inner Curriculum training for all staff to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3,4

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	2
Embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.	EEF evidence on feedback	

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

Budgeted cost: **£5000**

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 https://culturallearningalliance.org.uk/what-is-cultural-capital/	3, 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att	

<p>life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>Provision for our PPG children forms an important part of our values-based curriculum in which needs and hopes of individuals (and their families) are identified and nurtured within a supportive and aspirational environment. This necessarily involves both responsive and proactive work to ensure that we build self confidence and self esteem alongside knowledge, skills and understanding over a broad and balanced curriculum. Spending from our budget is targeted towards individual need and also goes as a pro-portion of the cost towards:</p>	<p>achment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>Transport for Swimming</p> <p>Free milk</p> <p>Help towards trip and visit costs</p> <p>Help towards buying school uniform</p> <p>Individual music tuition</p> <p>TA support in class/as intervention to address individual needs.</p>	
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Total budgeted cost: £20720

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 2023-2024 academic year.

End of KS2 data for disadvantaged children:

KS2 Attainment Summary List DfE															DfE 2024 Disadvantaged			
Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>GDS</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>
-	NCER National	194,710	46.1%	3.1%	102.8	<div><div></div><div>35.8%</div></div>	63.1%	18.3%	59.1%	6.5%	101.5	<div><div></div><div>39.2%</div></div>	59.6%	13.1%	102.5	<div><div></div><div>39.3%</div></div>	59.6%	20.3%
-	LA	451	44.1%	2.9%	102.7	<div><div></div><div>35.7%</div></div>	63.9%	17.7%	61.4%	7.8%	101.0	<div><div></div><div>44.6%</div></div>	55.0%	11.1%	102.6	<div><div></div><div>38.4%</div></div>	61.2%	20.4%
3035	Eardisley CofE Primary School	6	33.3%	0.0%	101.2	<div><div></div><div>33.3%</div></div>	66.7%	0.0%	50.0%	0.0%	98.2	<div><div></div><div>66.7%</div></div>	33.3%	16.7%	92.8	<div><div></div><div>100.0%</div></div>	0.0%	0.0%

As a result of this data, targeting development in outcomes in maths and GPS is a key feature of the School Improvement Plan.

Y1 phonics screening data for disadvantaged children:

Phonics Benchmark															2024 Disadvantaged	
Estab. No.	Estab. Name	Cohort	Mark							Outcome						
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA		
-	NCER National	132,810	4.8%	14.1%	6.2%	6.7%	32.0%	36.3%	<div><div>30.3</div></div>	0.0%	0.5%	4.3%	<div><div>26.9%</div></div>	<div><div>68.2%</div></div>		
-	Local Authority	333	5.7%	11.7%	7.5%	9.3%	32.1%	33.6%	<div><div>30.2</div></div>	0.0%	0.3%	5.4%	<div><div>28.5%</div></div>	<div><div>65.8%</div></div>		
3035	Eardisley CoFE Primary School	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	<div><div>21.0</div></div>	0.0%	0.0%	0.0%	<div><div>100.0%</div></div>	<div><div>0.0%</div></div>		

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
Subscription	
Subscription	
Subscription	

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 3.2.25

Chair of Governors: Mr Philip Whittall