

Eardisley CE Primary School Pupil Premium Strategy Statement 2026 – 2027



This statement details our school's use of pupil premium 2026 - 2027 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	88
Proportion (%) of pupil premium eligible pupils	14.8% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 – 2029
Date on which it will be reviewed	September 2027
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	£24540 Including: £1440 for service children & £5690 for LAC/PLAC children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24540

Part A: Pupil premium strategy plan

Statement of intent

"In all that we do our values shine through."

At Eardisley CE Primary School, our vision is rooted in Jesus' command to "love one another" (John 15:12). Through our values of Friendship and Determination, we seek to create a nurturing community where every child is known, valued and encouraged to flourish. Our vision guides, inspires and nourishes our school community, bringing Joy to all.

We believe that every child can succeed, regardless of their background or circumstances. Our Pupil Premium strategy aims to ensure disadvantaged pupils achieve well academically, attend regularly, develop confidence and resilience, and participate fully in the rich opportunities provided by school life.

Our approach is based on:

- High-quality teaching for all pupils.
- Targeted support to address identified barriers to learning.
- Wider strategies that promote attendance, wellbeing, inclusion and enrichment.

As a small rural school, we recognise that every disadvantaged pupil has unique strengths, experiences and needs. Provision is therefore personalised, evidence-informed and regularly reviewed to ensure all pupils can flourish, let their values shine through, and be well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Reading and phonics. Some pupils have gaps in phonics, decoding, reading fluency, vocabulary or comprehension. Pupils require carefully sequenced teaching and additional practice at different points in the reading programme.
2	High levels of SEND and EHCPs. The school has a high level of additional need in relation to its size. Pupils with SEND or EHCPs may experience barriers involving cognition and learning, communication, interaction, regulation, independence or access to the curriculum.
3	Mental and emotional wellbeing. Some pupils experience anxiety, low confidence, reduced resilience, emotional dysregulation, difficulty

	forming relationships or reduced readiness to learn. These barriers can affect attendance, engagement and attainment.
4	Attendance. Disadvantaged pupils may be at greater risk of persistent absence or sporadic attendance because of health, family circumstances, anxiety, transport difficulties or other barriers. In a small school, even a small number of absences has a significant impact on individual learning time.
5	Lack of cultural capital opportunities. As a small rural school, pupils may have fewer regular opportunities to access museums, theatres, galleries, live performances, cultural events, specialist sporting activities, residential experiences and wider networks beyond the local area. Limited access may affect vocabulary, background knowledge, aspiration and participation.

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
PP children will make at least expected progress from their individual starting points and an increasing proportion will achieve age-related expectations and national benchmarks at key assessment points, including GLD, the Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check and KS2 assessments.	PP children make at least expected progress from their starting points in phonics, reading fluency and comprehension. Pupils identified as below age-related expectations receive prompt support. The gap between disadvantaged pupils and their peers narrows, while individual pupils make sustained progress.
Improved access, participation and achievement for disadvantaged pupils with SEND.	Through an inclusive ethos, PP children with SEND access ambitious classroom learning, reasonable adjustments and appropriately targeted support. Individual provision maps and EHCP outcomes are reviewed on schedule. Pupils demonstrate progress against academic, communication, independence and/or personal outcomes.
PP children will be supported emotionally and socially in order to fully access the curriculum.	Pupil voice indicates that PP children feel safe, valued and included. Pupils can identify trusted adults and use agreed strategies to manage emotions and learning challenges. Incidents of emotional distress, withdrawal or dysregulation reduce where these are identified as barriers.
PP children will attend school regularly and punctually so that they can fully access the	Attendance of PP pupils will improve year on year and persistent absence is reduced. Each pupil at risk of persistent absence has an identified barrier analysis and agreed plan. Families receive early,

curriculum and achieve their potential.	supportive contact and attendance concerns are reviewed at least half-termly.
Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access	All disadvantaged pupils access a range of high-quality cultural, creative, sporting and outdoor learning experiences each year, with financial barriers removed where appropriate.

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: £6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of new phonics scheme and materials related to the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensure that pupils who fall behind receive immediate additional practice linked to the main programme.	The EEF Phonics Toolkit identifies systematic phonics as a well-evidenced approach, particularly for younger and lower-attaining pupils. It emphasises explicit, systematic teaching, regular assessment and targeted additional practice. The DfE's Reading Framework also stresses systematic phonics, decodable reading material, fluency, vocabulary and reading for pleasure.	1, 2
Professional development in inclusive teaching: Provide planned CPD, staff discussion and coaching on explicit instruction, scaffolding, modelling, questioning, retrieval, vocabulary, metacognition, flexible grouping and adaptations for pupils with SEND.	The EEF guidance on Special Educational Needs in Mainstream Schools identifies explicit instruction, scaffolding, flexible grouping, metacognitive strategies and appropriate technology as useful approaches. It stresses that pupils with SEND need access to excellent everyday teaching. The A School's Guide to Implementation EEF supports professional development that is focused on classroom practice, includes	1, 2, 3

	modelling and practice, and is sustained over time.	
ELSA training for pastoral support staff, Trauma Informed Practice training for all staff and the embedding of restorative approaches throughout the school will strengthen staff understanding of emotional regulation, relationships and behaviour. This will support pupils' wellbeing, readiness to learn and engagement in school life.	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	2, 3, 4

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

Budgeted cost: **£15000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NELI screening and targeted intervention for disadvantaged pupils in EYFS to develop and improve oral vocabulary and early language skills.	The EEF Oral Language Interventions Toolkit reports positive effects from approaches that develop speaking, listening and vocabulary, particularly when embedded in the curriculum.	1, 2, 3, 5
Provide additional, targeted phonics sessions for disadvantaged pupils who require further support to secure early reading skills.	The EEF Phonics 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.	1, 2
Teaching assistant deployment: Have a simple written plan for each targeted intervention, specifying the purpose, adult responsibility, resources, frequency, link to classroom teaching and exit criteria. Teaching assistants will receive briefing and feedback from the class teacher or SENCo.	The EEF Making Best Use of Teaching Assistants guidance recommends that teaching assistants supplement, rather than replace, high-quality teaching and that their deployment should be structured and linked to classroom learning.	1, 2, 3

Short-term targeted mathematics support will be provided where assessment identifies specific gaps in number, calculation or mathematical language. This ensures that disadvantaged pupils receive timely intervention while maintaining reading as the primary academic priority.	The EEF Improving Mathematics in Key Stages 2 and 3 guidance supports systematic teaching, assessment, mathematical language, representations and structured intervention for pupils who need additional help.	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: **£2940**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual attendance and punctuality plans: Review attendance at least half-termly. For any PP child whose attendance is a concern, identify the specific barrier, agree an attendance plan with the family, identify a trusted adult and review progress regularly. Plans may include morning welcome, transition support, pastoral check-ins, flexible re-engagement and support following absence.	The DfE Working Together to Improve School Attendance guidance promotes a whole-school approach, early identification, supportive communication, data analysis and individualised plans. The EEF Attendance Interventions Toolkit highlights the importance of understanding the causes of absence and using targeted support.	3, 4
Attendance and belonging check-ins: Establish a consistent start-of-day check-in for pupils identified as anxious, reluctant to attend or vulnerable to dysregulation. The check-in will focus on connection, readiness and a clear plan for the day..	The EEF Improving Behaviour in Schools guidance recommends knowing pupils and their influences, teaching learning behaviours, establishing consistent routines and using targeted approaches. The EEF Social and Emotional Learning Toolkit reports positive effects from structured approaches that develop emotional understanding, relationships and self-regulation.	3, 4

Create an annual entitlement for PP children covering cultural visits, performances, arts, music, sport, outdoor learning, residential or adventurous activity. The school will prioritise curriculum-linked activities and remove barriers such as cost, equipment and travel.	The EEF Arts Participation Toolkit reports positive academic and wider outcomes associated with arts participation. The EEF Outdoor Adventure Learning Toolkit identifies potential benefits for confidence, relationships, resilience and engagement.	3, 4, 5
Family communication and support: Provide clear communication about attendance, reading, wellbeing, available support and upcoming enrichment. Use individual conversations, telephone contact, face-to-face meetings and accessible written information as appropriate. Identify practical barriers to engagement.	The EEF Parental Engagement Toolkit indicates that parental engagement approaches are more effective when communication is personalised, positive, specific and linked to learning.	1, 2, 3, 4, 5
Service-family and care experienced pupil support: Coordinate with relevant professionals, carers and families to support continuity, transitions, emotional wellbeing and access to learning for service pupils, looked-after pupils and previously looked-after pupils. Plans will be individual, confidential and aligned with safeguarding and statutory requirements.	The EEF Guide to the Pupil Premium supports personalised planning for eligible pupils. The EEF Special Educational Needs in Mainstream Schools guidance reinforces the importance of holistic knowledge of pupils, family involve	2, 3, 4, 5

Total budgeted cost: £24540

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 2025-2026 academic year.

End of KS2 data for disadvantaged children:



KS2 Attainment Summary List DfE

DfE 2026 | 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	403	47.9%	3.2%	102.5	38.0%	60.5%	16.9%	61.5%	6.9%	101.3	36.2%	62.5%	9.9%	102.0	39.7%	58.8%	17.9%
3035	Eardisley CofE Primary School	3	66.7%	0.0%	98.3	33.3%	66.7%	0.0%	66.7%	0.0%	98.3	33.3%	66.7%	0.0%	96.3	33.3%	66.7%	0.0%

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA

%≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA

%High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted

In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects

Cohort numbers across different subjects may vary from stated figure

In year 6 there were 3 pupils eligible for Pupil Premium. Each pupil is 33%. Due to the very small cohort size, percentages can be misleading. Individual pupil analysis shows that disadvantaged pupils made expected or better progress from their starting points in reading, writing and mathematics. Provision was particularly effective where support was closely targeted and regularly reviewed.

Phonics:



Phonics Benchmark

2026 | FSM Eligible | Disadvantaged

Estab. No.	Estab. Name	Cohort	Mark							APS	Outcome				
			No Score	0-15	16-23	24-30	31-36	37-40	Q		A	D	WT	WA	
-	Local Authority	118	22.9%	17.8%	9.3%	10.2%	16.1%	23.7%	25.7		0.0%	0.8%	22.0%	37.3%	39.8%
3035	Eardisley CofE Primary School	3	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	5.5		0.0%	0.0%	33.3%	66.7%	0.0%

Cohort: Current Year 2 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 31

● Q = Maladministration

● A = Absent

● D = Disapplied

● WT - Working towards standard

● WA - Working at or above standard

There were no disadvantaged pupils in Year 1. In Year 2, three pupils eligible for Pupil Premium resat the phonics screening check. Outcomes were analysed individually and have informed the continued prioritisation of phonics within the School Improvement Plan and this Pupil Premium Strategy.

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 remained consistent with 2024-2025. However, the rate of disadvantaged pupils who are persistently absent remains high and therefore improving attendance continues to be a key focus of the school's Pupil Premium Strategy.

Previous academic year

Compare previous academic years to the current year.

What this data is based on

The attendance data in this dashboard includes all pupils who attended during the period. This includes pupils:

- who have left in that period
- of non-compulsory school age (such as nursery or sixth form)

Data is updated daily.

Term	Attendance %	Absence %	Unauthorised absence %
Trend			
Overall 2023-2024	80.1%	19.9%	8.7%
Overall 2024-2025	94.7%	5.3%	1.0%
Trend			
Overall 2025-2026	94.7%	5.3%	0.9%

Externally provided programmes

Programme	Provider
Monster Phonics	Monster Phonics
Nuffield Early Language Intervention	OxEd
Mastering Number	NCTEM
ELSA Training	ELSA Network
Trauma Informed Practice	ARC Training
International Dyslexia Learning	IDLS Group

Further information

Led by our Christian vision to 'love one another' (John 15:12) and guided by our values of Friendship, Determination and Joy, we have created an inclusive culture that invests in the whole child, ensuring every pupil is supported to thrive academically, socially and emotionally. Staff adapt teaching, provide targeted interventions and build strong relationships with pupils and families. As a result, disadvantaged pupils, including those with SEND and other vulnerable groups, receive tailored support that enables them to overcome barriers, engage fully in school life and achieve success. Through high aspirations, early identification of need and equitable access to opportunities, we aim to ensure that all disadvantaged pupils flourish, let their values shine through, and are well prepared for the next stage of their education.

Approved: Eardisley CE Primary School Full Governors Body Meeting: 16.11.26

Chair of Governors: Mrs Caroline Morris