



Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Eye C of E Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	26 PPG 6.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 st September 2025 (Year 2 of 3 year plan)
Date on which it will be reviewed	April 2026
Statement authorised by	Mr Webster
Pupil premium lead	Mrs Pollard / Miss Allen
Governor / Trustee lead	Mrs Keegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Eye CE Primary School, it is our intention that every child will live 'life in all its fullness' (John 10:10) within an inclusive curriculum that serves *all* of our pupils.

When making decisions about using Pupil Premium funding, we have considered the context of our school and the subsequent challenges faced. We have used the research conducted by EEF and DFE to support decisions around the usefulness of different strategies and their value for money, alongside other influential research.

Common barriers to learning for disadvantaged children can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges vary depending on the individual.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, particular in achieving 'greater depth'.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support families so that their child attends school regularly and positive engagement.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. We will analyse the impact of these initiatives in July in order to allocate for the following year.

In order to achieve these objectives, leaders in our school and the governors have considered that the range of provision might include (but not be limited to):

- Ensuring all teaching is good or better
- 1-1 support where needed
- All our work through the pupil premium will be aimed at accelerating progress, and moving children to reach their full potential and focusing on attaining greater depth where appropriate.
- Additional learning support for children with additional needs, including the greater depth.
- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support / mentoring and health and wellbeing support.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all children are achieving their full potential regardless of starting points in order to work at the expected standard for phonics, reading, writing, maths
2	The attendance of our pupil premium children as a group is lower than that of the whole school. <i>PP attendance is 91.7% non PP is 96.3%. (Whole school is 95.2%)</i>
3	Improving attendance, engagement and readiness to learn alongside a good level of wellbeing for the most disadvantaged pupils
4	Lower attainment of greater depth writers particularly in KS2.
5	Some of our socially disadvantaged children do not have the rich and varied experiences as the wider children in the arts.

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. (2025-2025)

Intended outcome	Success criteria
1 – To narrow the gap of attendance between PP children and non PP Children. Attendance data 25/26: <i>PP attendance is 91.7% non PP is 96.3%. (Whole school is 95.2%)</i>	• Attendance officer will promptly call families who have an absent child without reason • New system in place (Bromcom) to support tracking and recording of attendance. • Pastoral team have good engagement with families to understand why the child is not attending, this leads to supportive measure being put in place to settle the child back into school • A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these children • Any child whose attendance is below 96% receive an initial letter of concern. If attendance continues to drop a second letter/phone call is made to arrange a face to face meeting to discuss attendance.
2 - Pupil premium children will make good or better progress in reading, writing and maths taking into account their starting point – this will help vocabulary acquisition.	• PP children will develop a love of reading by providing books of interest through the world book day voucher scheme, and school funds. • Those who need it, will be regularly heard read by an adult in school where home support is not available this will be highlighted • Progress is monitored through planning, retrieval activities, focused cpd, monitoring by middle leaders and termly data drops • Reading clubs available for free after school and offered to all children • Promoting a love of reading through story time sessions for all children every day.
3 - A strong professional dialogue will be kept open between all of the relevant parties within school regularly to ensure the changing needs of pupils are being met.	• Weekly/Termly meetings will take place with SLT, middle leaders and the link governor

	• Year group leads in all year groups to support dialogue and communication between all parties.
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at School	• A wide range of extra-curricular activities will be offered to tap into our children's passions, especially linked to the arts • Pupil premium children will be prioritised for after school clubs • Free class day trips to apply to pupil premium families for all enrichment opportunities • Pupil voice shows the children's thoughts about the enrichment activities
5 – These children still feel happy and safe at school and engage with their learning.	• Pupil premium children will engage/share about the wider life at School through pupil voice • Children's attendance will remain high because they are happy coming to school • A strong constructive dialogue between school and home is constant which allows for children's wellbeing

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: £ 136,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff continue to receive support with planning and implementation by subject leaders and SLT	<i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year (EEF).</i>	1, 2, 4

To ensure teachers are focusing specifically on children who are working below their year group expectations in order to allow for catch up/rapid progress. During PPMs, Attainment lead to remind teaching staff to focus remains on the lowest 20% children and to create and monitor watchlist children.	<i>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF, +6 months)</i>	1, 2, 4
Teachers deploy support staff effectively so that children requiring catch up receive high quality provision from a teacher (in light of EEF reports)	Making the best use of teaching assistants (EEF) Teaching assistants can provide a large positive impact on learner outcomes (+4 months) (EEF)	1, 2, 4
Staff receive regular training on current evidence based approaches/ refreshers in line with up-to-date research 7 coaches coaching all teachers biweekly. Tas also beginning coaching as of 2025.	<i>The potential impact of metacognition and self-regulation approaches is high (EEF, +7 months progress)</i> Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5) <i>Using Ambition Institute for implementation of the ECF and NPQs this year – 2 second year ECTs accessing this year.</i>	1, 2, 4
'Nest' classroom has been set up to provide support for SEND children in all year groups. This has removed barriers to learning but also supported other teachers.	• EEF states that an inclusive school environment where pupils feel <i>seen, understood, and safe</i> is a “crucial starting point” for supporting attendance, particularly for vulnerable or SEND pupils. Feeling safe helps pupils to attend more reliably, which in turn supports learning. EEF+2EEF+2 The evidence emphasises that inclusion isn't just about academics but about participation, belonging, emotional safety, and removing barriers to participation	1, 2, 4

Opportunity for children in KS2 to learn how to play an instrument half termly taught by trained teacher. £7254.88	<i>“The arts are one of the most important ways to help children and young people to develop creativity and find their voice. Music opportunities should be available to all pupils – no matter their background or circumstance.”</i> <i>School Standards Minister, Catherine McKinnell</i>	5
Staff members deployed in mornings in the Calm Cabin to support with emotional and behavioural needs at the start of the day. £109,132.05	<i>“Establishing good attendance patterns from an early age is vital for social development. The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem.”</i> <i>Jane Elsworth is Director of Huntington Research School</i>	2, 3

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

Budgeted cost: **£0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics & English lead to monitor children's progress by completing regular assessment	<u>Phonics</u> has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 4
Ensure that same-day intervention by trained staff addresses any misconceptions from the day's learning so that children move through the curriculum together (without compromising the wider curriculum)	<u>The Reading Framework</u> (DFE) Providing <u>feedback</u> is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF, +6 months)	1, 2, 4

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

Budgeted cost: **£6785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in high quality pastoral support to engage families with attendance and acute need, and support identified children. Attendance officer to focus on engaging with families to support children attending school. £5985	<i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF, +2 months)</i>	2, 3
Investing in musical instruments to boost music provision and offer pupils with an enriched learning opportunity. £800		5

Total budgeted cost: £ 136,350

We believe that the above initiatives will greatly benefit all children who attend Eye CofE Primary School.

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.

Pupil Premium Outcomes 2024-2025

- Y6 KS2 SATS
Reading Expected – 66 % (PP =4/59 6.7%)
Writing Expected – 83% (PP =8/59 13.5%)
Maths Expected – 81% (PP = 11/59 18.6%)
- Y1 Phonics Screening Check
Pass – 78% (PP 10/60 16.67%)
- EYFS GLD Expected 41/60 = 68% (PP 5/60 = 8.3%)

Early Years Foundation Stage									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	84%	65%	73%	67%	69%	68%	60	68%	~ 69%
% of pupils at the expected level across all early learning goals	84%	63%	72%	66%	69%	66%	60	60%	~ 67%
Average number of early learning goals at the expected level per pupil	16.5	14.1	14.9	14.1	14.5	14.1	60	13.4	~ 14.2

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

