



Pupil Premium Strategy Statement

St Eanswythe's Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Pupil premium lead	N. Brinkley
Statement authorised by	M. Coulstock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£86,000

Part A: Pupil premium strategy plan

Statement of intent

At St Eanswythe's Church of England Primary School, we aim for all pupils, regardless of background or specific challenges, to make strong, sustained progress and achieve high attainment across the curriculum. We accept responsibility for all pupils, recognising that any child may at any point require additional support. We are committed to meeting our pupils' pastoral, social, and academic needs in a nurturing environment where every child is valued, respected, and empowered to reach their full potential.

Our pupil premium strategy focuses on enabling disadvantaged pupils to achieve their best through high-quality teaching, while simultaneously targeted to our areas of greatest diagnostic need. We recognise that regular attendance is the baseline for academic success and we remain dedicated to aggressively tackling persistent absence through a proactive, family-centered approach and supportive home-to-school transitions. We remain dedicated to meeting the emotional and social needs of our most vulnerable learners through integrated, expert-led pastoral provision—ensuring all children arrive at the classroom resilient, emotionally regulated, and ready to learn.

Our approach is responsive, evidence-based, and rooted in robust diagnostic assessment. To ensure maximum efficacy, we commit to the following core principles:

- **High Expectations:** Ensure all disadvantaged pupils are consistently challenged with high-quality, appropriately pitched work.
- **Early Intervention:** Act immediately to deploy targeted academic and pastoral support at the precise point a need is identified.
- **Shared Responsibility:** Foster a whole-school approach where every staff member takes direct ownership of disadvantaged pupils' outcomes and raises aspirations for what they can achieve.

At St Eanswythe's, we believe in the innate brilliance of every child. Our mission is to nurture that spark, regardless of background or perceived obstacles. By building strong foundations in attendance, academic achievement, emotional well-being, and high expectations, we unlock the full potential of our pupil premium students.

Disadvantaged pupil progress scores for last academic year

Area of learning	Attainment
Reading	75% on track or higher
Writing	84% on track or higher
Maths	67% on track or higher

Challenges

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

Challenge number	Detail of challenge
1	Assessment data indicates that disadvantaged pupils face greater barriers in closing gaps in Maths (67% on track) and Reading (75% on track) compared to Writing (84% on track).
2	A significant proportion of disadvantaged pupils require regular emotional support, a predictable environment, and targeted nurture interventions to build resilience, remove mental health barriers, and improve their readiness to learn.
3	Over 13.8% of pupils in receipt of pupil premium also have identified special educational needs (SEND). These pupils require targeted, personalised support to access the curriculum and bridge dual-vulnerability gaps.
4	The attendance of pupils in receipt of pupil premium (93.8%) sits below that of their peers, with persistent absence acting as a direct barrier to consistent learning and classroom engagement.

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.

Priority	Intended outcome
Challenge 1: Attainment	Ensure disadvantaged pupils at risk or below in Maths and Reading make rapid progress to close the gap with peers, targeting 80%
Challenge 2: Pastoral	Accommodate individual pastoral needs through embedded wellbeing provision, ensuring pupils are emotionally regulated and fully ready to learn.
Challenge 3: SEND	Provide high-quality in-class support and specialist interventions to ensure pupils with dual SEND/disadvantaged status make strong progress.
Challenge 4: Attendance	Work closely with families to reduce persistent absence below 10% and maintain overall PP attendance in line with non-PP pupils (currently 94.9%).

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)

Activity	Evidence that supports this approach
CPD for Maths Mastery & Curriculum Planning: Fund teacher release time to embed DfE/EEF mathematics guidance and resources to reverse recent declines in numeracy.	EEF <i>Improving Mathematics</i> guidance shows structured mastery approaches significantly improve low-attaining pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3
Phonics Delivery Maintenance & CPD: Continuous training and resourcing for our systematic synthetic phonics programme to secure excellent early reading foundations.	Phonics approaches have a strong evidence base indicating a high positive impact on word reading accuracy for disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics

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

Activity	Evidence that supports this approach
Prioritised 1:1 and Small Group Maths Tuition: Deploy qualified tutor (with QTS) to deliver targeted numeracy interventions to bridge the gap for pupils below expected levels in Maths.	EEF toolkit indicates high impact for regular, targeted small group and 1:1 tuition addressing specific knowledge gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition
Daily 1:1 'Fast Track' Phonics & Precision Teaching: Target pupils requiring intensive phonics support and those with SpLD using high-frequency, structured interventions (<i>Nessy</i> , <i>Precision Teaching</i>).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/
Speech and Language Interventions: Deliver targeted oral language support using <i>Speechlink</i> and <i>Language Through Colour</i> to overcome communication and vocabulary barriers.	EEF <i>Improving Literacy</i> guidance highlights that strong oral language skills directly boost long-term academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions

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

Activity	Evidence that supports this approach
Access to Mental Health & Wellbeing Lead: Maintain a dedicated Lead to deliver targeted emotional support, sensory circuits, and peer mentoring to remove barriers to learning.	Universal and targeted social and emotional learning (SEL) approaches improve academic performance, attitudes, and school relationships. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions
Targeted Family Liaison & Attendance Tracking: Utilise the Family Support Lead and Headteacher for fortnightly tracking meetings, early morning phone calls, and the 'soft landing' breakfast group to tackle persistent absence.	The DfE's <i>Working together to improve school attendance</i> guidance outlines that proactive, family-centered communication successfully reduces absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Review: Last year's aims and outcomes

Review
We have analysed the performance of our disadvantaged pupils using assessment data, summative tracking and formative assessments. Our evaluation shows strong progress in narrowing the attendance gap, with our Pupil Premium (PP) average rising and overall persistent absence dropping significantly. While our end-of-year outcomes demonstrated strong peaks, particularly in writing, tracking reveals that maintaining consistent performance across all cohorts remains a challenge. Specifically, Key Stage 2 disadvantaged pupils have experienced a dip in reading and maths, while our Key Stage 1 disadvantaged cohort presents a vulnerability in mathematics. Additionally, early years phonics outcomes saw a decline. To address these findings, we have actively reviewed our strategy and reallocated our budget and resources. Key structural shifts for the upcoming cycle include deploying targeted individual math tuition to recover numeracy gaps, expanding daily intensive phonics interventions for our vulnerable early readers, and pivoting our writing provision to ensure the newly completed training directly impacts our disadvantaged cohorts. On a pastoral level, our successful breakfast transition group, sensory circuits, and targeted mental health check-ins will continue to be heavily integrated to ensure our eligible pupils remain emotionally supported, highly engaged, and ready to learn.