



Pupil premium strategy statement

This statement details our use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East Allington Primary School
Number of pupils in school	82 (2025/26) TBC (2026/27) TBC (2027/28)
Proportion (%) of pupil premium eligible pupils	9% (2025/26) TBC (2026/27) TBC (2027/28)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	15/12/2025
Date on which it was reviewed	TBC
Statement authorised by	Liam Fielding
Pupil premium lead	Liam Fielding
Governor / Trustee lead	Malcolm Wheatley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,995 (2025/26) TBC (2026/27) TBC (2027/28)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,995
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At East Allington Primary School, we are ambitious for every child, including those who are disadvantaged, and we are committed to ensuring that they are supported to achieve highly. Our aim is for all pupils to leave primary school as confident, motivated learners, equipped with the skills, knowledge and learning behaviours needed to succeed in the next phase of their education and beyond. Central to this is developing pupils' belief in themselves and their ability to achieve, regardless of their starting point.

We are clear in our belief that background should never define potential. Instead, success comes from developing strong foundations in learning, resilience and character. As a school, it is our responsibility to provide the conditions, support and guidance that enable every pupil to flourish.

Disadvantaged pupils at East Allington have a wide range of experiences and needs. Some face challenges within their home lives, while others do not. Some arrive at school with attainment in line with, or above, age-related expectations, while others begin their learning journey significantly behind. Despite this diversity, pupils eligible for Pupil Premium funding often encounter additional barriers that can hinder progress. We are committed to identifying these barriers early and responding with well-targeted, consistent and effective support.

In addition to academic provision, we place strong emphasis on ensuring that all pupils access a rich, broad and balanced curriculum. We recognise that enrichment opportunities play a vital role in developing confidence, resilience, cultural understanding and life skills, and we work to ensure that financial or social disadvantage does not limit access to these experiences.

The Pupil Premium is a government initiative that provides additional funding to schools to support pupils who may be at risk of underachievement due to disadvantage. Pupils eligible for this funding include those who have been entitled to Free School Meals within the past six years; children who are or have been looked after by a local authority; pupils who have left care through adoption, special guardianship or child arrangements orders; and children of service personnel. This funding is used to support pupils' academic progress as well as their social and emotional development.

To support disadvantaged pupils in achieving well, our Pupil Premium Strategy is informed by evidence-based practice and focuses on a number of key priorities:

- Strengthening pupils' spoken language, communication and vocabulary to support learning across all subjects.
- Ensuring high-quality teaching and carefully monitored interventions that lead to sustained progress.
- Providing enriched learning experiences through the development of high-quality continuous provision.
- Developing strong relationships between school and home through our Child and Family Team, with a particular focus on supporting pupils with SEND and their families through coaching and targeted support.
- Raising self-esteem and aspirations through a strong focus on character development, enhanced reading opportunities, music tuition and a wide range of extra-curricular activities.

Through this strategic and carefully monitored approach, we aim to ensure that disadvantaged pupils at East Allington Primary School thrive academically, socially and emotionally, and are well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils who are eligible for Pupil Premium face challenges with communication, literacy and language development, which can restrict their ability to fully engage with learning across the curriculum.
2	A proportion of disadvantaged pupils and their families experience social, emotional and mental health pressures, often connected to instability or change within the home. These circumstances can affect pupils' self-confidence, emotional regulation and overall wellbeing, and may limit opportunities for learning and enrichment outside of school.
3	To address these barriers, teaching approaches must be responsive and well matched to individual needs, particularly for disadvantaged pupils with SEND. This requires high-quality adaptive teaching alongside ongoing professional development for staff, ensuring strong pedagogy and inclusive classroom practice.
4	For some disadvantaged and Pupil Premium pupils, attendance continues to be irregular, which impacts consistency of learning and slows academic progress over time.

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
Increase in pupils' vocabulary, communication and language skills.	Increase in staff understanding of supporting pupils in developing their vocabulary, communication and language skills. Impact on outcomes in core subjects at the end KS1 and KS2 .I
Disadvantaged pupils make accelerated progress to ensure there is no attainment gap and that pupils meet or exceed their	End of summer 2026 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes.

targets.	
To ensure pupils who have 'fallen behind' receive targeted high-quality intervention to support access to the curriculum.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.	<p>Early Help Co-ordinator, SENDCo and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Early help opens avenues to external support for key families.</p> <p>Identified children are invited to nurture, positive play, school club and Lego Therapy sessions.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <ul style="list-style-type: none"> - Parents are supported through family drop-in sessions and parenting classes.
Pupils have a wide breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.	<p>East Allington Primary/ ESW curriculum will provide pupils with exciting, varied and knowledge rich learning opportunities.</p> <p>A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure.</p> <p>Pupil questionnaires/ pupil conferencing will show that pupils know and remember more and that they enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers will plan will deliver all elements of the enhanced curriculum offer targeting disadvantaged pupils' opportunities. https://www.EastAllingtonprimary.org.uk/curriculum </p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Administrator/ Head teacher/ SENDCo.

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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop pupils' vocabulary, communication and language skills so they have the foundations for future learning and personal development, training for all staff. - Developing whole school approach. - Investment and training into Spelling Shed.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF, 2019) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/orallanguage-interventions/	1
Headteacher to work with staff to run a whole school coaching programme for teachers and teaching assistants. Head/ senior leaders to improve/ enhance the teaching and learning within every subject.	https://files.eric.ed.gov/fulltext/ED591448.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Steplab Coaching	2/3

<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>High quality teaching and learning:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>2/3</p>
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Targeted academic support (for example, tutoring, one-to-one supportstructured interventions)

Budgeted cost: £2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that learning is adapted to the needs of our disadvantaged pupils particularly those with SEND through further staff training:</p> <ul style="list-style-type: none"> - Pedagogical Principles. - Adaptive Teaching - Targeted in class support. 	<p>Recent research highlights that nationally disadvantaged pupils continue to face significant barriers to achievement, but schools that target support effectively can begin to narrow the gap. Updated analysis from the Education Endowment Foundation confirms that low literacy skills and poor attendance remain among the biggest challenges to attainment for disadvantaged children, with literacy cited as a specific barrier by 83% of schools and attendance issues by 78%</p>	<p>3</p>
<p>Develop reading enrichment opportunities for pupil premium / disadvantaged pupils.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF, 2019)</p> <p>https://educationendowmentfoundation.org.uk/evidence-</p>	<p>1/2</p>

	summaries/teaching-learning-toolkit/reading-comprehension-strategies/	
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Wider strategies (for example, related to attendance, behaviour,wellbeing)

Budgeted cost: £2095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions.	https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	2
Early Help co-ordinator / SENDCo and Headteacher identify and support families and children and work to alleviate barriers to learning.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term	2
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences	Provision of a range of initiatives to extend children's experiences see https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://www.childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf https://www.artsmark.org.uk/support-resources/quality-principles	2
Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with AIO re pupils <90%. Increased rewards for improving and good attendance.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	4

<p>Financial support provided for pupils to attend visits and residential</p> <p>Music lessons subsidised for PP children</p> <p>- Free attendance for morning and after school clubs</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p>	<p>2/4</p>
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Total budgeted cost: £10,995

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

During the **2024/25 academic year**, Pupil Premium funding was strategically targeted to support our wider school improvement priorities, with a strong focus on removing barriers to learning and ensuring disadvantaged pupils received timely, high-quality support. A key success within this work was early reading, where **100% of pupils, including those eligible for Pupil Premium, successfully met the expected standard in the Early Reading and Phonics Screening Check**. Alongside this, our approach supported accelerated progress for pupils making slower progress and continued to narrow the attainment gap between disadvantaged pupils and their peers.

Staffing

Pupil Premium funding was used to strengthen staffing capacity to support both academic achievement and pastoral wellbeing, including:

- Teachers delivering targeted small-group teaching, with a particular focus on early reading, phonics and language development.
- Teaching Assistants deployed within classes to support learning, behaviour and social and emotional development.
- SEN Teaching Assistants providing personalised programmes linked to SEND plans and provision maps, including targeted interventions in phonics, literacy, numeracy, speech and language, and social communication.
- Support staff working with vulnerable pupils to promote emotional wellbeing, engagement and readiness to learn.
- Staff release time to enable pupil conferencing and structured target-setting discussions ahead of parent consultations.
- Trained Teaching Assistants working with individual pupils and small groups across the school to deliver carefully planned and monitored interventions.

Resourcing

Funding was also used to ensure disadvantaged pupils had equitable access to a broad, balanced and enriching curriculum, including:

- Support for off-site educational activities and enrichment opportunities.
- Staff time to facilitate effective multi-agency working through the Early Help process, supporting pupils and families with additional needs.
- Subsidies for educational visits and trips, at the Headteacher's discretion, to remove financial barriers to participation.
- Financial support for extended school provision where appropriate.
- Funded opportunities such as music tuition and additional enrichment activities to broaden pupils' experiences and raise aspirations.

Measurement of Impact

The impact of Pupil Premium spending was evaluated through:

- A continued narrowing of the attainment gap, with disadvantaged pupils achieving outcomes increasingly in line with their peers.

- Strong outcomes in early reading, evidenced by all pupils meeting the expected standard in the Phonics Screening Check.
- A reduction in barriers to learning, including improvements in behaviour, attendance and access to the curriculum.
- Increased engagement, confidence and wellbeing for pupils receiving targeted support.

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
Accelerated Reader Programme	RENlearn
Multiplication	SPARX Maths
Coaching	Steplab Coaching