

Pupil premium strategy statement – Easton CE Primary School

This statement details our school's 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	<i>David Kooyman</i> , Acting Headteacher
Pupil premium lead	<i>Lou Strachan</i> , Assistant Headteacher
Governor / Trustee lead	<i>Jon Reilly</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,640
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£302,640.00

Part A: Pupil premium strategy plan

Statement of intent

Context

Being different, belonging together

- Easton is a larger than average primary academy with 382 pupils on roll, including a Nursery class. It is located to the east of Bristol city centre within a densely populated area, where the majority of pupils live in high rise local authority housing, much of which is overcrowded.
- The academy serves an area of significant deprivation. 61.7% of pupils qualified as FSM6 (in comparison to the national average of 25.7%) and 99% of pupils live in the highest 10% areas of deprivation (IDACR). The Lower Level Super Output (LSOA) area in which the school is situated, is ranked 743rd out of 32,844 in the country.
- 98.4% of the pupils are Minority Ethnic. 61% of the pupils are Black African with the vast majority being Somali. They form part of one of the largest Somali communities in the UK. Other significant ethnic backgrounds are Asian, Asian British and Caribbean. 81% of pupils have EAL, most children arrive in nursery with little English and WellComm assessments show that a majority of children in the Early Years have delayed language skills. There are over 30 first languages spoken in the school.
- Mobility is very high. In the last year, 60 children were admitted into the school mid-year. Most of those needed significant support in English, but made rapid progress with that support. Some of these children came as refugees from war zones and a small number had not been to school at all before

What are your ultimate objectives for your disadvantaged pupils?

The ultimate objective for the Easton CE Academy Pupil Premium Strategy is to close the attainment gap between disadvantaged pupils and their peers, ensuring that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general.

Key principles of the pupil premium strategy:

Easton CE Academy will:

- Have a deep understanding of its local context and the effect that socio-economic disadvantage can have on a child's education.

- Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- Inform the strategy using the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to leaders, teachers and teaching assistants to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children from falling behind.
- Enable all parents to be valued co-educators working in close partnership with the school.
- Establish an ethos which creates a safe environment where all children thrive.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and social skills, particularly on entry
2	Limited range of experiences and access to cultural opportunities
3	Low levels of engagement, resilience in learning, self-regulation and self-esteem
4	Limited capacity to support learning at home
5	Increased social, emotional and mental health needs, often linked to ACEs (adverse childhood experiences)
6	High levels of deprivation: overcrowding, poor housing, financial hardship, multiple school moves.
7	Low attainment on entry

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
To improve academic outcomes across the school	PP children to be broadly in line with expected standards at EYFS (GLD); improve outcomes in Year 1 phonics, KS1 and KS2 reading, writing and maths and the multiplication test in Year 4
Attendance to continue to improve	Attendance to be broadly in line with National averages and no negative gap with non-PP pupils
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at Easton	Children will be able to talk about opportunities and experiences they have had at school and have cultural capital necessary to succeed in their next phase of education
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning across the curriculum

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Ensuring high quality teaching:

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all of our pupils are equipped with the knowledge and skills they need to succeed in, and beyond, our school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom, there is a clear focus on well-planned lessons and adaptive teaching to appropriately scaffold learning to challenge and support all pupils. A programme of training supports staff to continually expand upon their existing skills, embedding successful teaching strategies based on evidence, to help close the gap between disadvantaged and non-disadvantaged pupils. Careful and rigorous monitoring from middle leaders across the school will ensure a positive impact from the training provided to teaching staff. A well-planned training programme for middle leaders will enable them to support others to improve their own practice.

Budgeted cost: £149,188.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching monitoring and support: Release time + TLRs for 3 x middle leaders (literacy, maths and wider curriculum/Year 6) £21,910.90 0.2 FTE + 3xTLRs	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise. Effective subject leadership and the development of middle leaders within the school supports this through increasing professional development. Release time for middle leaders will focus on driving curriculum change to raise attainment through the use of scaffolding, explicit instruction, cognitive and metacognitive strategies and flexible grouping	1, 3, 4, 7

	584543-great-teaching-toolkit-evidence-review.pdf Special Educational Needs in Mainstream Schools EEF	
Release time for teaching for coaching / mentoring, modelling, peer observations and individual feedback £11,341.69	Development drop ins: Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The need is clear for PD to be well-designed, selected and implemented so that the investment is justified. Effective Professional Development EEF	1, 3, 4, 7
Release time for teachers to focus on improving feedback £6812.26	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 teaching. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback. Teacher Feedback to Improve Pupil Learning EEF	3, 4, 7
Release time for teachers to attend network meetings/engage with joint monitoring and reviews to develop subject knowledge and leadership skills £6,095.18	Research shows that engagement with professional development supports the retention of teaching staff who, research shows, values working in a supportive environment. Recruitment and retention in disadvantaged schools EEF Research also shows the positive impact of professional development in supporting the implementation of approaches for example mastery based teaching approaches to teaching or feedback. Effective Professional Development EEF	1, 3, 4, 7
Phonics training for all staff including staff new to the school Time for reading lead and phonics lead to monitor and support	Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	1, 3, 4, 7

teachers with fidelity to the SSPP. £6812.26		
Teaching assistant support across all year groups to allow teachers to focus on targeted groups and improving feedback £65,194	Impact +6 months 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 teaching. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback. Teacher Feedback to Improve Pupil Learning EEF	1, 3, 4, 7
Learning support workers (pastoral) x 1 - embedding a whole school approach and the use of in class strategies to support children with SEMH and the use of regulation strategies to increase attendance and engagement in lessons 1 x LSW £31,022	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Social and emotional learning approaches have a positive impact, on average, of three months additional progress in academic outcomes. Behaviour interventions Teaching and Learning Toolkit EEF Social and emotional learning EEF	1, 2, 3, 5

Targeted academic support:

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintain over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and monitor pupil progress.

Budgeted cost: £ 65,665.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics intervention support:</p> <p>Provide 1:1 and small group phonics tuitions based on a SSPP to enable children to make accelerated progress</p> <p>£21081.60</p>	<p>Phonics has a positive impact overall (+5 months) with 1:1 tuition and small group tuition supporting children to make accelerated progress (+8 month for 1:1 and +4 months for small groups of up to 5 children.</p> <p>Phonics EEF</p>	<p>1, 3, 4, 7</p>
<p>Interventions to improve attainment in reading</p> <p>£10,876</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p>	<p>1, 3, 4, 7,</p>
<p>Targeted oral language interventions (SLCN) and (EAL)</p> <p>£28,474.92</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Oral language interventions EEF</p> <p>English as an additional language (EAL) EEF</p>	<p>1, 3, 4, 7</p>
<p>Maths breakfast club before school for Y6 children as a catch up strategy</p> <p>Mandy 8:00-8:45 every day</p> <p>£4,442.20</p>	<p>Small group tuitions has an average of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	<p>1, 3, 4, 7</p>
<p>Software to support language acquisition in children with EAL who are new to the school or country.</p> <p>£792.00</p>	<p>Cost of learning village</p> <p>Oral language interventions EEF</p> <p>English as an additional language (EAL) EEF</p> <p>Small group tuition EEF</p>	<p>1, 3, 4, 7</p>

Wider strategies

A range of other strategies contributes to children's success in school, such as improving attendance and punctuality, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

Budgeted cost: **£ 87,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker – aimed at improving attendance and increasing engagement with parents</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>£36,363</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement has a positive impact on average of four months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Both targeted interventions and universal approaches can have positive overall effects:</p>	2, 3, 4, 5, 6
<p>Learning support workers (pastoral) x 1 - supporting children with SEMH and the use of regulation strategies through small group and individual interventions including check ins, mentoring and targeted support</p> <p>1 x LSW</p> <p>£31,022</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>Social and emotional learning approaches have a positive impact, on average, of three months additional progress in academic outcomes.</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>Social and emotional learning EEF</p>	1, 2, 3, 5
<p>Access to:</p> <p>School trips</p> <p>£6,000</p> <p>Music lessons</p> <p>£14,400</p>	<p>Overall the average impact of arts participation on other academic areas of learning is about three months additional progress.</p> <p>There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of engaging in physical activity interventions and approaches is about an</p>	2, 6

	<p>additional one month's progress over the course of a year.</p> <p>Arts participation EEF</p> <p>Social and emotional learning EEF</p>	
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Total budgeted cost: £ 302,640.01

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National assessment data

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

	School	National
Pupils meeting expected standard in reading, writing and maths (combined)	68%	62%
PP pupils meeting the expected standard in reading, writing and maths (combined)	37%	47%

Comparison to national data shows that pupils with PP are slightly underperforming in comparison with national levels.

Internal data analysis KS1 and KS2

Internal summative data for 2024-25 demonstrated that overall disadvantaged pupils are performing broadly in line with non-disadvantaged pupils in Years 1-6. The table below shows the percentage of children achieving expected or above in each subject. Attainment in reading, writing and maths is broadly inline although non-PP children outperformed PP children in combined attainment and were slightly higher attaining in writing and maths.

	Reading	Writing	Maths	Combined
PP	49%	45%	57%	37%
				67 pupils

Non-PP	51%	50%	62%	46%
				53 pupils

Assessment of in year data shows that attainment varies across cohorts with some year groups experiencing larger gaps between PP and non-PP attainment than is shown when looking at whole school data. Where there is a larger difference in attainment between pupils with and without PP, a further analysis was completed to see how SEND needs impacted the attainment data.

We have also drawn on in school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	56%	38%	53%	43%	53%	48%
Y1 PP without SEND	72%		68%		68%	
Year 2	35%	51%	55%	59%	55%	55%
Y2 PP without SEND	47%		67%		53%	
Year 3	52%	75%	48%	58%	78%	92%
Y3 PP without SEND	65%		59%		83%	
Year 4	51%	49%	45%	41%	78%	73%
Y4 PP without SEND	67%		50%		79%	
Year 5	47%	23%	38%	23%	59%	38%
Y5 PP without SEND	56%		48%		76%	
Year 6	53%	73%	46%	73%	37%	73%
Y6 PP without SEND	60%		56%		44%	

In Year 1, pupils with PP out-performed non-PP pupils in all subjects.

In Year 2, non-PP are out-performed pupils with PP in reading but in writing and maths the attainment difference is small.

In Year 3, pupils with PP had lower levels of attainment than non-PP pupils but the gap is narrowed when taking into account SEND and new arrivals.

In Year 4 and 5, pupils with PP are outperforming non-PP pupils in all subjects.

In Year 6, pupils without PP out-performed those with PP in all subjects.

Attendance

Overall figures show that there was no significant difference between attendance for PP and non-PP children.

	School 92.4%		National 94.8 %		Local authority 94.1%	
Year	1	2	3	4	5	6
Attendance %	93	93	94.1	93.5	93.1	93.3
PP	92.6	92.9	93.6	92.7	93.1	92
Non-PP	93.5	93.2	95.3	94.5	93.1	95

Admissions:

There were 39 in-year admissions for the academic year 2024-25 for and 29 pupils who left in-year showing the high level of movement in the cohort of the school. Some of those pupils arrived and left within the same academic year due to rehousing.

Based on all the information above, the performance of our disadvantaged pupils did meet expectations and is improving, and we are at present on course to achieve the outcomes we set out to achieve by 2026/7, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the work we have done on high quality teaching in the most developed subjects has had a positive impact on outcomes for pupil premium pupils and all pupils and this work now needs to be replicated to ensure consistency with the implementation of the Lighthouse Schools Trust curriculum.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to achieve this. As shown by IDACI figures, the majority of our pupils are impacted by disadvantage in some form whether or not they

qualify for pupil premium so, to raise attainment, whole school strategies to improve teaching and learning are the main focus for this academic year.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- The provision of psychotherapy services as a Wave 2 intervention for pupil with significant SEMH needs.
- The allocation of some sports premium funding to enable children to access extra-curricular activities when financial contributions would be a barrier to families.
- The embedding of Nurture as a whole school approach to develop best practice in the school to support the development of emotional regulation skills.
- Access to mental health support through work with the Mental Health Support Team.
- The provision of some free places to an externally provided breakfast club to support attendance and readiness for school in targeted pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had the impact that it did.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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 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.