

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Thomas Eaton Primary Academy
Number of pupils in school 22/23 Number of pupils in school 23/24 Number of pupils in school 24/25	113 118 114
Proportion (%) of pupil premium eligible pupils 22/23 Proportion (%) of pupil premium eligible pupils 23/24 Proportion (%) of pupil premium eligible pupils 24/25	36% 30.5% 33.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Susannah Connell CEO
Pupil premium lead	Angela Wood
Governor / Trustee lead	Godfrey Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation academic year 22/23	£1,385 per pupil £55,400

Pupil premium funding allocation academic year 23/24	£1,455 per pupil £52,380
Pupil premium funding allocation this academic year 24/25	£1,480 per pupil £59,200
Recovery premium funding allocation this academic year 22/23	£4,365
Recovery premium funding allocation this academic year 23/24	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,200

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across all areas of the primary curriculum, as well as personal development for them as individuals. At Thomas Eaton Primary Academy, we provide pupils with an engaging curriculum that encourages and enables pupils to achieve their full potential through positive learning behaviours. Non-academic challenges affecting the education of our disadvantaged pupils have also been considered with pastoral support being a key element to our pupil premium strategy plan.

How will this be achieved?

- Quality First Teaching for all children
- Barriers to learning are swiftly and effectively identified
- Targeted support for improving academic progress is provided to pupils to ensure all pupils can achieve regardless of their background
- Targeted support and responses to improve emotional wellbeing, behaviour and attendance to remove barriers to learning for disadvantaged pupils
- Family engagement and support is prioritised
- Barriers to limiting life experiences or reduced engagement in extra-curricular aspects of school are removed

We have adopted a 3 tiered whole school planning model to pupil premium spending.

Teaching: Spending on improving teaching and ensuring every child has an effective teacher is a key priority. This may include ongoing professional development, training and support for ECTs.

Targeted Academic Support: Evidence consistently demonstrates the positive impact that targeted intervention can have.

Wider strategies: Wider strategies to reduce the most significant non-academic barriers to success in school, such as attendance, behaviour, social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Passive learning behaviours
3	Limited life experiences
4	Parental support and aspiration
5	General emotional wellbeing, which affects readiness to learn
6	Attendance

## 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 provide all children, including those in receipt of pupil premium, funding with quality first teaching of reading, including specific interventions in both KS1 and KS2, to ensure good progress is made in all years.	<p>Teaching and learning observed in school to be consistently good or better.</p> <p>Interventions are tailored to the needs of pupils in receipt of Pupil Premium and are responsive to progress being made.</p> <p>Interventions are monitored by subject leads and are reviewed regularly through pupil progress meetings.</p> <p>Pupil Premium pupils make accelerated progress in reading.</p> <p>Targeted teaching for Pupil Premium pupils, who are working within the expected standard, to enable progression towards greater depth.</p> <p>The attainment gap between pupils in receipt of Pupil Premium and non-Pupil Premium pupils is significantly reduced.</p> <p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p>
To provide all children, including those in receipt of pupil premium, funding with quality first teaching of writing, including specific interventions in both KS1 and KS2, to ensure good progress is made in all years.	<p>Teaching and learning observed in school to be consistently good or better.</p> <p>Interventions are tailored to the needs of pupils in receipt of Pupil Premium and are responsive to progress being made.</p> <p>Interventions are monitored by subject leads and are reviewed regularly through pupil progress meetings.</p> <p>Pupil Premium pupils make accelerated progress in writing.</p> <p>Targeted teaching for Pupil Premium pupils, who are working within the expected</p>

	<p>standard, to enable progression towards greater depth.</p> <p>The attainment gap between pupils in receipt of Pupil Premium and non-Pupil Premium pupils is significantly reduced.</p> <p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p>
<p>To provide all children, including those in receipt of pupil premium, funding with quality first teaching of Mathematics, including specific interventions in both KS1 and KS2, to ensure good progress is made in all years.</p>	<p>Teaching and learning observed in school to be consistently good or better.</p> <p>Interventions are tailored to the needs of pupils in receipt of Pupil Premium and are responsive to progress being made.</p> <p>Interventions are monitored by subject leads and are reviewed regularly through pupil progress meetings.</p> <p>Pupil Premium pupils make accelerated progress in Mathematics.</p> <p>Targeted teaching for Pupil Premium pupils, who are working within the expected standard, to enable progression towards greater depth.</p> <p>The attainment gap between pupils in receipt of Pupil Premium and non-Pupil Premium pupils is significantly reduced.</p> <p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p>
<p>Passive learning behaviours</p>	<p>Lesson observations evidence high levels of engagement and PP participation.</p> <p>Triangulation of observation, learning walks and book looks evidence high levels of progress in all curriculum areas.</p> <p>PP pupils achieve combined scores in Reading, Writing and Mathematics in line with national expectations.</p>
<p>Limited life experiences</p>	<p>Children eligible for pupil premium funding will access the same provision as their peers.</p> <p>Parents are supported through engagement with the school.</p> <p>All pupils, including those in receipt of PP will experience a school trip and have access to after school extra-curricular clubs.</p>
<p>Parental support and aspiration</p>	<p>All parents of pupils in receipt of PP pupils will attend termly progress meetings with the class teacher.</p> <p>Improved attendance at school-based workshops for parents of children in receipt of PP.</p>

	<p>Improved attendance at PTFA events for parents of children in receipt of PP.</p> <p>Improved resources to support home learning.</p>
<p>General emotional wellbeing, which affects readiness to learn.</p>	<p>Children are in school and ready to learn.</p> <p>Support provided from ELSA for children in receipt of PP.</p> <p>Pupils in receipt of PP who require additional support for their mental health will be provided with additional nurturing opportunities.</p>
<p>Attendance</p>	<p>Pupils in receipt of PP will increase to be in line or better, then national figures.</p>

## 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: £41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent approach to the teaching of Reading across school using the CUSP approach.</p> <p>Renewal of the CUSP reading curriculum.</p>	<p>See EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	1,2
<p>Consistent approach to the teaching of writing across school using The Write Stuff approach.</p>	<p>The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.</p>	1,2
<p>A consistent approach is adopted in the teaching and learning of a mastery mathematics curriculum, following the White Rose guidance.</p> <p>Ensure that children have access to home learning to</p>	<p>The underpinning principles of adopting a mastery approach to the teaching and learning of mathematics are set out by NCETM as follows:</p> <ul style="list-style-type: none"> <li>• Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.</li> <li>• Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.</li> <li>• Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.</li> <li>• Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.</li> </ul>	1,2

consolidate basic skills – Numbots and TTRS	The EEF guidance is based on a range on the best available evidence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
Staff CPD	High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days. Staff are released regularly to lead effectively.	All
Regular assessment and release of teachers for pupil progress meetings to ensure that appropriate provision is in place to accelerate progress/fill gaps as appropriate.	EEF (2017) Improving Literacy in Key Stage 1, Recommendation 7 use high quality information about pupils' current capabilities to select the best next steps in teaching. Recommendation 8 – use high quality structured interventions to help pupils who are struggling with their literacy. EEF (2021) Teacher feedback to improve pupils' learning	
All children have access to a broad and balanced curriculum. Children have shared entry and exit points to each project to ensure that there is a shared experience to stimulate interest and a desire to learn more.	Having a strong and cohesive curriculum with a strong focus on vocabulary allows teachers to spend time considering their use of oral language approaches such as: <ul style="list-style-type: none"> <li>• targeted reading aloud; of key texts like curriculum visions explicitly extending pupils' spoken vocabulary through Mrs wordsmith;</li> <li>• the use of structured questioning to develop reading comprehension;</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>• Dual coded knowledge sheets and notes (through access to CUSP curriculum)</li> </ul> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted analysis and monitoring of children's specific gaps and subsequent provision of planned intervention/teaching of specific needs.	EEF states that 'targeted academic support has a positive impact' and that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the intervention strategies'.	1, 2
Interventions specifically identified following diagnosis within APDRs	Teaching assistants can provide a large positive impact on learner outcomes when they are trained to deliver an intervention to small groups or individuals.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2
1:1 reading support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> and in small groups  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
Provision of revision materials to support attainment in end of Key Stage	Supporting revision and the 7 step model states that homework/revision guides provide opportunities for children to work with increasing independence.	1,2,4

assessment s.		
Targeted analysis and monitoring of children's specific gaps and planned intervention/teaching of specific needs	EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.' Dixons Kings Academy reported through the EEF in their Pupil Premium Guidance that their effective small groups are 'not on disadvantaged students as a cohort; it is on a specific gap. It's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium.'	1, 2, 4
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.	1, 2, 4
TT Rockstars/NumBots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	1, 2, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide parent workshops for phonics, reading, maths to support children's learning at home.	EEF (2018) Working with parents to support children's learning. Evidence from EEF shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 2, 4, 5.
To ensure that all children access curriculum trips and experiences regardless of background.	EEF (2018) Working with parents to support children's learning. Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	2, 3, 4, 5
To ensure that subsidised school uniform is available to	EEF (2019) Improving behaviour in schools. EEF (2018) Working with parents to support children's learning. Building relationships with parents to	4, 5

children in receipt of PP if needed.	support curriculum enhancement. Pupils are to feel like part of the school with the branded school uniform.	
To provide nurture and pastoral support to vulnerable children and families, supporting within school and where necessary liaising with other professionals.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for in school family worker to support families in order to improve attendance.	3, 4, 5, 6
Rock Steady Music	Every child should have the opportunity/right to learn to play a musical instrument and to perform to an audience.	All
Parent workshops/stay and play sessions.	Parental engagement has a positive impact of around 4 months additional progress. Parental engagement strategies are more effective with parents with young children.	3, 4, 5
ELSA trained TA to run sessions with children with SEMH needs.	Targeted approaches for social and emotional learning have an impact on progress. The approaches from these sessions will be embedded into routine practices.	3, 4, 5
Curriculum trips and experiences (including financial support for these where required)	With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	3, 4, 5
Mental health and wellbeing lead employed.	Social and emotional wellbeing is a high priority. The DfE state that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'	4, 5
Before (including emergency breakfast) and after school provision is offered when required	The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs	4, 5, 6

	provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.'	
To provide subsidised wrap around care where required.	EEF states that extending time in school through the use of clubs (booster, small group tuition etc) may impact over 3 months.	4, 5, 6
Free School Meals	Statutory	4, 5

**Total budgeted cost: £60,200**

## 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 2023 to 2024 *academic year*.

Children eligible for pupil premium funding are broadly in line with their peers in relation to their peers with regards to achieving GLD by the end of EYFS and in passing the PSC at the end of Year 1. At the point of leaving the school in Year 6 in the academic year 2023/24, children eligible for pupil premium funding achieved broadly in line with their peers in Writing (non-PP- 60%; PP- 57%). However, were achieving below their non-PP peers in Reading (non-PP- 70%; PP-57%) and in Maths (non-PP- 70%; PP- 43%). The cohort was small consisting of 18 pupils, 8 of whom had identified additional needs and 3 of the 8 had EHCPs.

All children that are eligible for pupil premium funding have had the same opportunities to attend clubs, extra-curricular activities, school trips and life experiences provided by the school, as their peers, ensuring that no child has been put at a disadvantage in accessing any of these opportunities and/or provisions, for example, visiting the Royal Opera House and partaking in Rock Steady, alongside other support such, as, ELSA sessions, as and when appropriate.

Teaching within singular year groups was provided for Year 3 and Year 4 children in order to ensure the needs of the children were targeted appropriately. This provided opportunities for the small year 3 cohort to be taught as a discrete group in order to directly manage their needs.

Development of the maths curriculum was a focus in 2023/24. Opportunities for staff to attend ongoing CPD and visit other schools ensured that planning and teaching of mathematical concepts were relevant to the needs of the children.

Attendance for children eligible for free school meals is 47.8% at 95%+ attendance. and has increased by over 15% on the last academic year.