

# Pupil premium strategy statement Easebourne CE Primary School – 2025 - 2028

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	10.2% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-26 2026-27 2027-28
Date this statement was published	16/12/25
Date on which it will be reviewed	1/12/26
Statement authorised by	Simon Trahern
Pupil premium lead	Simon Trahern
Governor lead	Alice Corr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37 990
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£13 514
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51 504

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

- Remove non-academic and academic barriers so pupils eligible for Pupil Premium (PP) at Easebourne make sustained, measurable progress and attain in line with peers.
- Ensure disadvantaged pupils achieve strong outcomes in reading, writing and maths and develop the resilience, attendance and personal development necessary to flourish.
- Narrow and eradicate the attainment and opportunity gap while promoting inclusion, aspiration and wellbeing in line with our FAITH, HOPE and LOVE vision.

### How this strategy works towards those objectives

- Evidence-led investment across the DfE/EEF three-tier “Menu of Approaches”: High-quality teaching; Targeted academic support; Wider strategies (attendance, SEMH, family engagement and enrichment).
- Prioritise school-wide improvements (teacher professional development, curriculum sequencing for literacy and writing), targeted small-group / one-to-one tuition for pupils who have fallen behind, and intensive wider-strategy support for attendance and SEMH that reduces barriers to learning.
- Use rigorous diagnosis (assessment, standardised tests, SEND and attendance data), short-cycle monitoring and termly review to ensure approaches are adapted and resources focused where they most accelerate progress for PP pupils.
- Align plans with DfE expectations and the EEF Guide to the Pupil Premium and related EEF guidance (literacy, attendance, tutoring and social-emotional learning) so activity is grounded in the best available evidence.

### Key principles

- Start with improving quality first teaching for all. Most improvement comes from great daily teaching tailored to pupils’ needs.
- Target a small number of high-impact priorities each year and resource them sufficiently; plan over a three-year horizon but publish annual updates.
- Diagnose precisely (assess → identify the barrier → select evidence-informed response → monitor impact).
- Prioritise curriculum, pedagogy and assessment choices that free pupils’ working memory (secure transcription and sentence skill development) so they can compose and comprehend effectively.
- Attend to wellbeing, attendance and family engagement as prerequisites to learning, using targeted, sensitive approaches for EBSA and persistent absence.
- Maintain high expectations for all disadvantaged pupils and ensure decisions are equity-focused (the funding compensates for disadvantage).
- Provide clear monitoring and challenge, with the governing body / Pupil Premium link governor reviewing impact termly.

## Evidence base for approach

- EEF Guide to the Pupil Premium recommends the tiered model: high-quality teaching + targeted academic support + wider strategies [EEF Guide to the Pupil Premium](#).
- EEF guidance on improving literacy (KS2) and structured interventions informs our reading and writing choices [Improving Literacy in Key Stage Two \(EEF guidance\)](#).
- EEF rapid evidence assessment summarises attendance interventions and features principles to target persistent absence [EEF Attendance interventions: rapid evidence assessment](#).

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance and persistent absence: disadvantaged pupils' attendance 89.4% (below national &amp; LA) with some children showing emotional-based school avoidance (EBSA) and 12.1% persistent absence in whole school data. Poor attendance reduces curriculum access and progress.</i>
2	<i>Reading attainment: Summer 2024/25 reading outcomes for PP group show 44% below, 28% working towards, 28% expected. NRSS (standardised reading) for PP: 20% well below, 40% below, 30% expected, 10% above. Reading is a barrier for some children, especially those with SEND; parental engagement with reading is more limited.</i>
3	<i>Writing attainment: Summer 2024/25 writing outcomes for PP group show 44% below, 39% working towards, 17% expected. Writing is a barrier for some children (many with SEND), including transcription (handwriting, spelling) and composition.</i>
4	<i>SEMH / low self-esteem and social, emotional mental health needs: several disadvantaged pupils show low self-esteem, some evidence of EBSA and reduced engagement in school life and enrichment. This limits readiness to learn and participation.</i>
5	<i>SEND overlap and capacity: 39 pupils on SEN register (18.9%); 3 EHCPs (1.5%). A proportion of PP cohort have SEND which compounds barriers in reading and writing and requires SEND-specific pedagogies and specialist input.</i>

## 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
A. Increase attendance and reduce persistent absence for disadvantaged pupils to at least match local average within 2 years.	<ul style="list-style-type: none"> <li>- PP cohort attendance rises from 89.4% → ≥94% (LA/national comparative target) within two years.</li> <li>- Persistent absence for PP pupils reduces from current cohort level to &lt;8% within 18 months.</li> <li>- Fewer EBSA cases open; EBSA pupils demonstrate increased sessional attendance (e.g., half-term by half-term improvement). Evidence of reduced lateness and fewer sessions missed.</li> </ul>
B. Improve reading (fluency, comprehension) for disadvantaged pupils, so the proportion meeting age expectations increases.	<ul style="list-style-type: none"> <li>- Internal standardised reading scores (NRSS or equivalent) for PP pupils: proportion at expected/above increases from 40% to ≥65% within two years; proportion well below/below reduces by at least 50% relative to baseline.</li> <li>- Phonics/decoding assessments show rapid catch-up for younger pupils; KS2 reading progress measures show accelerated progress for PP pupils.</li> </ul>
C. Improve writing outcomes for disadvantaged pupils (transcription & composition).	<ul style="list-style-type: none"> <li>- Summer 2026/27: proportion of PP pupils at expected or above in teacher assessment for writing increases from 17% → ≥50% (stretch target) with measurable progress every term.</li> <li>- Transcription measures (handwriting fluency, spelling checks) show systematic improvement (speed &amp; accuracy benchmarks).</li> <li>- Writing moderation and externally validated samples show improvement in composition quality.</li> </ul>
D. Strengthen SEMH, self-esteem and engagement so PP pupils participate in enrichment, show improved behaviour and reduced safeguarding incidents.	<ul style="list-style-type: none"> <li>- SEL screening (baseline/termly) shows improved self-regulation and wellbeing scores (e.g., ELSA/whole-school SEL measure) for PP pupils.</li> <li>- Reduction in behaviour incidents and exclusions for PP pupils; increased participation in extra-curricular activities.</li> </ul>

<p>E. Ensure SEND learners who are disadvantaged receive evidence-based specialist support, narrowing the gap between SEND-PP and non-SEND peers.</p>	<ul style="list-style-type: none"> <li>- Individual SEND targets (personalised) show at least expected progress in reading/writing.</li> <li>- EHCP review outcomes and SEND support plans demonstrate progress against targets and effective use of external agency input.</li> </ul>
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## 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	Challenge number(s) addressed
1. Whole-school CPD sequence (year-long) on teaching writing and sentence instruction: · training on sentence construction, modelling/gradual release, high-quality feedback, handwriting instruction and transcription fluency (daily short sessions). · Embed explicit vocabulary instruction and disciplinary literacy across curriculum.	<ul style="list-style-type: none"> <li>- EEF Improving Literacy KS2 guidance: explicit recommendation to teach sentence construction, composition strategies (modelling, supported practice) and vocabulary instruction <a href="#">Improving Literacy in KS2 (EEF guidance)</a>.</li> <li>- DfE The Writing Framework (July 2025) recommends explicit handwriting, sentence skills and composition modelling across primary years <a href="#">DfE The Writing Framework (July 2025)</a>.</li> </ul>	2,3,5
2. Expert coaching and in-class modelling: termly teaching coach cycles prioritised in KS1/KS2 classes with highest PP concentration.	<ul style="list-style-type: none"> <li>- EEF Guide to Effective Professional Development and Pupil Premium recommends investing in teacher development and coaching to improve outcomes for disadvantaged pupils <a href="#">EEF Guide to the Pupil Premium</a>.</li> </ul>	2,3,5
3. Strengthen phonics and early reading / routine early interventions: ensure fidelity of SSP; early identification and immediate targeted support for decoding; daily fluency practice (guided oral reading, repeated reading).	<ul style="list-style-type: none"> <li>- EEF Improving Literacy KS1 &amp; KS2: phonics and fluency underpin reading progress; guided oral reading and repeated reading are evidence-backed practises for fluency <a href="#">Improving Literacy (EEF guidance)</a></li> </ul>	2
4. Implement structured teacher assessment routines (termly standardised reading & writing checks, SEND review). Use diagnostic tools to match interventions and monitor impact.	<ul style="list-style-type: none"> <li>- EEF Guide to the Pupil Premium and Improving Literacy guidance emphasise diagnosis (assess → target → evaluate) and using standardised measures to match interventions <a href="#">EEF Guide to the Pupil Premium</a>.</li> </ul>	2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. High-quality small-group comprehension strategy teaching (reciprocal teaching / reading comprehension strategies) for Year 3–6 PP pupils below expectations.	- EEF: “Reading comprehension strategies” have very extensive evidence; reciprocal teaching and modelling yield high impact when taught and practised explicitly <a href="#">Improving Literacy KS2 (EEF guidance)</a> .	2
6. Structured short-term writing boosters focused on transcription (handwriting & spelling), sentence-level work and paragraph construction for small groups.	- DfE Writing Framework & EEF writing evidence recommend targeted, explicit practice for transcription and sentence composition to free working memory for higher-level composition <a href="#">DfE The Writing Framework</a> and <a href="#">EEF Improving Literacy KS2</a> .	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
7. Targeted attendance support: designated Attendance Lead / EWO liaison; family outreach; early-warning monitoring; flexible support plans for EBSA (phased re-integration, home-school liaison) and targeted casework for PP families with persistent absence.	- EEF rapid evidence assessment on attendance interventions summarises that multi-component, family-facing, and school-based approaches (early contact, tailored support, whole-school strategies) are most promising. Case management and EWO involvement for persistent absence show effectiveness when combined with supportive family engagement <a href="#">EEF Attendance interventions: rapid evidence assessment</a> . - EEF Guide to the Pupil Premium recommends addressing attendance as a wider barrier and using local EWOs and family support <a href="#">EEF Guide to the Pupil Premium</a>	1,4

8. Family engagement programme to promote home reading and parental support: regular reading workshops (practical, focused on shared reading strategies and establishing routines), translated materials where necessary, termly family drop-ins and structured home-reading support packs.	- EEF Parental Engagement guidance: effective, targeted parental engagement (practical workshops, home-reading routines, two-way communication) can produce measurable benefits on attainment and attendance <a href="#">EEF Working with Parents to Support Children's Learning (parental engagement guidance)</a> .	1,2
9. Breakfast club and targeted pastoral support (breakfast provision for PP pupils; nurture spaces; ELSA or Emotional Literacy support; liaise with SALT and CAMHS as needed).	- EEF Guide & evidence base identify breakfast clubs and targeted SEMH interventions as part of wider strategies to reduce barriers to learning and support attendance and wellbeing; SEL approaches can yield months of progress when implemented across school and targeted support is available <a href="#">EEF Guide to the Pupil Premium</a> and [EEF SEL guidance summary].	1,4
10. Targeted SEMH programmes (small group SEL, trauma-sensitive practice, ELSA, mentoring) with monitoring and referral routes to external agencies where needed.	- EEF guidance: SEL programmes can have positive impacts on attainment and behaviour when implemented systematically; EEF suggests combining whole-school SEL with targeted individual support [EEF Guide to the Pupil Premium & related guidance on SEL].	1,4

**Total budgeted cost: £46 000**

## **Resource considerations and sequencing (summary plan)**

### **Year 1 (immediate priorities)**

- Secure handwriting/transcription practice and phonics fidelity (class & early years) — daily short sessions.
- Launch CPD on sentence instruction and modelling across KS2; implement coaching cycle for targeted classes.
- Put in place termly diagnostic reading & writing assessments and intervention match-making.
- Create Attendance & EBSA early-warning pathway and designate
- Begin family reading workshops and home reading packs for PP families.



**Year 2 (as Year 1 embeds)**

- Scale small-group / tutoring for pupils not yet closing the gap.
- Expand targeted writing SRSD or structured writing boosters for identified cohorts.
- Strengthen SEMH targeted provision (ELSA, mentoring) for PP pupils with low wellbeing or EBSA .
- Review impact and reallocate funding based on termly monitoring.

**Year 3**

- Consolidate successes; extend enrichment and cultural capital experiences for PP pupils; refine longer-term curriculum changes and staff development pathways for sustainable practice.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Attainment

- In the 2024/25 academic year, disadvantaged pupils showed mixed outcomes across core subjects.
- Reading: 45% of disadvantaged pupils are below the expected standard, 25% working towards, 25% at expected standard, and only 5% at greater depth. This remains below the attainment levels of non-disadvantaged pupils.
- Writing: 45% below expected, 35% working towards, and 20% at expected standard.
- Maths: 20% below, 25% working towards, and 55% at expected standard, showing relatively stronger performance compared to reading and writing.
- Overall, there has been a slight improvement compared to the previous year, but attainment gaps remain evident.
- Disadvantaged pupils continue to perform below their non-disadvantaged peers across all subjects, consistent with national trends.
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#### Attendance and Engagement

- Attendance for disadvantaged pupils was 91%, which is lower than the attendance rate for the rest of the school and national averages for this group.
- Persistent absence affected 5 disadvantaged pupils, highlighting an area for targeted improvement.

#### Support and Interventions

- Targeted support for disadvantaged pupils included personal development and well-being interventions such as ELSA (Emotional Literacy Support Assistant) and play therapy.
- These interventions aim to support emotional resilience and well-being, which are critical for academic engagement and progress.

#### Teaching and Learning Adaptations

- The school has focused on enhancing quality first teaching, with staff training on effective questioning, adaptation, and retrieval practice.
- These pedagogical strategies are designed to better meet the needs of disadvantaged pupils and close attainment gaps through improved classroom practice.

### Next Steps

- While there has been some progress in outcomes, particularly in maths, the reading and writing attainment of disadvantaged pupils remains a concern.
- Attendance and persistent absence rates among disadvantaged pupils require ongoing attention to ensure pupils can fully access learning.
- Continued focus on high-quality teaching and targeted well-being support is essential.
- Future priorities include further refining interventions, monitoring impact closely, and strengthening parental engagement to support disadvantaged pupils' learning and attendance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance
Curriculum Prioritisation	DfE
Clicker	