

Pupil premium strategy statement 2024 - 27

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Easingwold Community Primary School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	December '25
Date on which it will be reviewed	December '26
Statement authorised by	Alison Parratt Headteacher
Pupil premium lead	Toni Potter Deputy Headteacher
Governor / Trustee lead	Lead for SEN and disadvantaged learners Lucy Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,418
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,418

Part A: Pupil premium strategy plan

Statement of intent

At ECPS, we believe in providing equal life chances for all of the children in our care. 'Excellence for all' means that despite the background challenges that some of our children face, they will be supported to achieve and succeed in line with others. Irrespective of their start point, our intent is that all disadvantaged children will make good or accelerated progress across our school.

We believe strongly in the principles of quality first teaching. Through excellent and flexible classroom-based practise, we target our focus upon creating visible and resilient learners, who have equal life chances to their peers. We put Quality First Teaching and the effective use of the teaching assistant through MITA principles at the heart of our practice. This consistent, pedagogical approach has positively impacted our non-disadvantaged too 'A rising tide raises all ships.'

Positive engagement with families and the community has always been at the heart of our thinking. We support our most vulnerable learners through strong communication between child, family and school as well as additional wellbeing support from our parent liaison worker. We believe in forming strong ties with families to further the strong foundations of early reading, rich language, positive life experiences, home learning and the enjoyment of reading for pleasure. We also recognise that ensuring good school attendance and punctuality is vital to a child's success.

To ensure that our children make the necessary progress, we carefully consider challenges; we assess and monitor individuals; we target children with timely intervention and we are flexible in our approach, making adaptations so all children have an equal chance of achievement. All staff in our school are responsible for having high expectations for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 but in general are more prevalent among our disadvantaged pupils than their peers.

2	Reading, Writing and Maths achievement for our disadvantaged pupils sits below our non-disadvantaged pupils. On entry to school the gap is already apparent, with some year groups dramatically increasing in numbers throughout primary school. This is impacting progress measures at the end of KS2.
3	Attendance & punctuality: There is an attendance gap of 5.61% between disadvantaged and non-disadvantaged pupils, with 69% of these disadvantaged pupils being persistently absent. Additionally, lateness is also impacted, with 206 additional lates to their non PP counterparts. Attendance and punctuality is impacting disadvantaged pupils' progress and achievement.
4	SEMH: Since the pandemic staff observations, pupil voice and discussions with parents have highlighted the impact upon pupils wellbeing. School has noted increased referrals for additional classroom support and an increased demand upon SLT time to support pupils who are finding it difficult to self-regulate within learning 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Within lessons, pupil premium focus on direct questioning within QFT, ensuring high quality paired talk and strong use of MITA principals. Disadvantaged children access keep up, not catch up interventions.</p> <p>Consistency through the Little Wandle programme will create fluent readers who have a wider vocabulary. Stamina sessions within KS2 will improve vocabulary and fluency.</p>
Improved Reading, Writing and Maths attainment among our disadvantaged pupils.	<p>KS2 outcomes will show that 62% (all - national data) of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p> <p>Termly pupil progress meetings and use of Arbor assessment will ensure good or accelerated progress across KS1/2.</p>

<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance in 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all pupils being no less than 95.4% and the attendance gap between disadvantaged and non-disadvantaged pupils closed. ● the percentage of all pupils who are persistently absent being below national figures and the figure among disadvantaged pupils being no more than 2% lower than their peers. ● Punctuality rates for disadvantaged pupils will be in line with non-disadvantaged.
<p>To achieve and sustain improved wellbeing and SEMH for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Improved level of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● significant participation in our pupil offer including enrichment activities and residential ● analysis of SEMH hub impact ● analysis of trauma informed approach ● A reduction in behaviour incidents

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma informed approach training.	Trauma informed training is a proven approach to support children in their development and enables them to attend school and learn in a classroom environment. Staff who receive the training feel better placed to meet the needs of children.	2, 3, 4
MITA training	MITA is recommended by the EEF as a high impact, low cost way of ensuring higher standards for disadvantaged pupils.	1, 2
Team Teach Training - positive behaviour support	Our rational behaviour policy is based on the work of Paul Dix - when the adults change, everything changes. The policy has been in place for five years and with	All

	recent Team Teach training for the DHT we wish to breathe new life into the policy.	
Assessment training on Arbor.	Termly assessment ensures teachers have the knowledge they need to ensure the gap between non and disadvantaged children continues to close.	2
Little Wandle training.	To ensure the SSP (Little Wandle) is taught consistently, regular (often weekly) training is needed across the whole staff.	1, 2
Mastering number training	This is an NCETM approach that has been proven to ensure strong foundations in fluency. Taught from reception up to Y5 - this will secure good number knowledge throughout our school.	1, 2

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional language and vocabulary interventions in EYFS and KS1, through a privately hired SALT.	Speech and language therapist advised language interventions have a positive impact upon pupil's speech sounds, language, vocabulary and communication skills. Evidence shows improved early oral literacy leads to improved reading and writing.	1, 2
Catch up Little Wandle phonics sessions across the whole school targeted at disadvantaged pupils who require further support. This will be delivered by GTA or teacher.	Approved SSP programme used to target phonics work with small groups and on a one-to one basis have a positive impact upon progress and achievement in phonics and reading. The aim is to close the gap quickly so children 'keep up, not catch up' throughout school.	1, 2
GTA interventions, which support progress for disadvantaged and other children through catch up Maths	Specific Maths interventions set daily with teachers to support 'keep up, not catch-up' curriculum. Short, snappy pre-teaching and post-teaching interventions for those with significant gaps in learning.	2

sessions and individualised intervention.		
SEMH interventions delivered by expert TA in the hub to support social and emotional wellbeing.	Teachers are best placed to identify social and emotional needs of their pupils. SLT will work closely with our pastoral support worker to ensure that evidenced-based intervention programmes are implemented to support pupil's wellbeing.	3, 4
Y6 tutoring - Mathematics.	EEF Making a difference with effective tutoring highlights the positive impact of tutoring to support quality first teaching within the classroom.	2, 4

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE's Improving School Attendance advice. SLT rigorously follow policy to improve attendance.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We use an attendance award, monitoring and our attendance policy to support families ensuring children attend and are punctual.	3
1 x children and families support worker	This role includes expertise training for TAs across school. Support for our high need pupils within the day and 5 hours dedicated to supporting disadvantaged families through pastoral support, signposting and family workshops.	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2024 to 2025 academic year.

The gap in attendance between disadvantaged and non disadvantaged children has risen from 1.52% 2023- 2024 to 5.61% in 2024-25 with 69% of these pupils being classed as persistently absent. The persistence has had a huge impact and been the main contributor to the attendance gap widening. Our attendance data for all pupils since September 2025 sits at 95.2% in comparison to the national data at 95.4%. Our DfE target for attendance is 95.4%.

Oral language skills and vocabulary has been further developed through the reduction of cognitive overload. Subject specific vocabulary is limited to three words and taught at the start of the lesson to scaffold learning. Talk partners are used throughout lessons to ensure oral rehearsal of thinking and that the 20/80 rule is applied ensuring active learning. Targeted language based interventions such as SALT and Little Wandle have improved language for individuals.

Registers show that all pupil premium children are joining in with a wide range of clubs, giving them rich experiences from which they can draw upon. During the year, each teacher offers a club following a variety of interests through a ten week club. All of which are well attended. Many disadvantaged children have been chosen to represent the school in community and sporting events. We are immensely proud that 97% of children attended our residential and pupil offerings last year. The opportunities are often life-changing. Children learn to be more independent, to develop teamwork skills, to appreciate nature and culture and gain an understanding beyond their community.

Dedicated time to support parents and families from the Headteacher, Deputy Headteacher and our pastoral support worker has made a positive impact upon many of our disadvantaged families. A wide variety of support has been brokered from managing challenging behaviour to supporting sleep routines. The NEST (nurture, emotions, support and time to talk) has provided a safe space to support disadvantaged children with improved SEMH. Both the Deputy Headteacher and pastoral support worker are now trained in Drawing and Talking - a therapeutic approach supporting stronger SEMH outcomes.

KS2 achievement in 2025 was an upward trend overall, with progress from their start point being good. Improving progress further still and closing the gap on achievement will continue to be a key focus within this three year plan.

	National '25	ECPS All	non-PP	PP	Gap
Reading	75%	68%	22/32 69%	9/15 60%	9%
Writing	72%	62%	23/32 72%	6/15 40%	32%
GPS	72%	70%	23/32 72%	8/15 53%	19%
Maths	74%	81%	25/32 78%	10/15 66%	12%

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
Mastery in Mathematics (TRG) training – sustaining Mastery.	Yorkshire Riding Hub
Emotion Coaching - Trauma informed approach	North Yorkshire
Team Teach Trainer - positive behaviour management	Team Teach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium or recovery premium. This will include:

- Termly pupil progress meetings between the headteacher, PP/SENCo leader and teacher to put the spotlight on progress and achievement for our most disadvantaged pupils.
- Strong communication and regular contact with disadvantaged families through newsletters, messaging, emails and meetings.
- A continuing focus in training and monitoring upon quality first teaching and the interventions provided to support disadvantaged learners through the MITA principles.
- The enhancement of a high-quality pupil offer for disadvantaged pupils, including extra-curricular activities, clubs, school visits and residential to help pupils build life skills, resilience, confidence, while improving physical fitness and socialisation.