



Eastlea Primary Pupil Premium Strategy Statement

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
School name	Eastlea Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	27% [54/201 YR to Y6 pupils]
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026/27/28
Statement authorised by	Emma Beeston, Head Teacher
Pupil premium lead	Emma Beeston, Head Teacher
Governor / Trustee lead	Diane Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265 [51 x £1515]
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	£77,265

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the attainment there are capable of across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting point, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have or have had a social worker, children who are cared for, any who have additional needs, those who have EAL and those who are young carers. The activity we have outlined in this statement is also intended to support the needs of vulnerable pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on teacher knowledge of our pupils/families and rooted in robust assessments, not on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve what they are capable of. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene where needs are identified
- work with pupils and parents/carers to raise aspirations and ensure pupils are well supported with their learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which impacts on their readiness to learn, motivation, engagement and aspirations in school. These challenges particularly affect disadvantaged pupils, including their attainment. Since the pandemic the resilience of our pupils, particularly the disadvantaged has also been negatively impacted.</p> <p>More children and families face 'anxiety' within school and this can result in pupils not wanting to move outside of their comfort zone, so they avoid taking the steps which would extend their learning.</p> <p>This has resulted in children having a closed mindset and means they are not making the academic progress of which they are capable.</p> <p>Teacher referrals for support have increased. 32 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs which makes up 74% of our latest school SEND register.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This negatively impacts the foundational skills and further development of oral and written language skills across the curriculum.</p> <p>This is evident from Early Years, where some of the main areas in which children do not achieve the ELGs are the two communication and language goals and the 3 literacy goals, and continues to impact learning across the school. This is more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading comprehension than their peers. Although the Phonics outcomes for KS1 are strong, the lack of reading stamina with pupils in KS2 negatively impacts their further development as readers.</p> <p>Outcomes in 2025 showed that 57.1% of our disadvantaged pupils achieved expected standards in reading compared to 68.2% of other pupils.</p>
4	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with retaining Maths facts and lack the confidence to use and apply them effectively.</p> <p>Younger children struggle with the understanding and acquisition of mathematical concepts and we are aware of a potential disconnect between the Early Years and KS1 programmes of study.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (December 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain support for pupils in terms of social and emotional development in school, particularly our disadvantaged pupils to allow them to flourish and the learning of the wider cohort to develop without compromise	<p>Evidence of support having an impact on learning outcomes demonstrated by:</p> <ul style="list-style-type: none">quantitative data from SEND intervention reviews and outcomes, as well as cohort outcomesqualitative data from pupil voice and teacher observations as a result of quality first teaching which is supported by class based staff
Improved outcomes for pupils in all key stages as a result of a more evident growth mindset which allows children to achieve what they are capable of.	<p>Evidence of the school approaches to encourage growth mindset through Health and Wellbeing sessions, promotion of the Eastlea Values and work with the Be You mental health team having an impact demonstrated by:</p> <ul style="list-style-type: none">qualitative data from pupil voicequantitative data through records of referrals and support with individualsclear evidence of progression of skills across the wider curriculuminvolvement in different enrichment programmes and opportunities
Improved oral/written language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral/written language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including contributions in lessons, engagement in learning, book scrutiny across the curriculum and ongoing formative assessment.</p> <p>Quantitative data in Early Years by 2027/2028 shows an increase in the number of disadvantaged pupils achieving the ELGs in communication and Literacy strands.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes by 2027/2028 show an increased number of disadvantaged pupils achieving the expected standard – back in line with or above national averages.

<p>Increase the percentage of disadvantaged pupils achieving Early Learning Goals in mathematics and meeting the expected standard at KS2.</p>	<p>Quantitative data in Early Years by 2027/2028 shows that disadvantaged pupils build robust foundational knowledge in number and place value to achieve the ELGs in the areas of Mathematics.</p> <p>Quantitative data and observations will show that pupils are empowered to accurately apply mathematical skills across diverse contexts and formal assessments.</p> <p>Qualitative data will show that pupils from EYFS, through KS1 to KS2 will have a sense of enjoyment in mathematics through increased confidence and sustained academic progress.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will maintain the levels of class based support to enable all pupils to achieve their potential with quality first teaching and provide bespoke learning support for children who find accessing class based learning a challenge.</p>	<p>Our school data at the end of 2024-2025 showed the impact of this approach in all end of key stage national measures, e.g. our Early Years pupils who achieved GLD outcomes which were above national as staff had been able to focus on delivering QFT to most of the class while other pupils received targeted support to meet their additional needs</p>	1,2,3,4
<p>Further enhancement of the mastery approach to teaching maths across the school to develop fluency, problem solving and reasoning skills:</p> <ul style="list-style-type: none"> • using Mastering Number across the school from Reception • looking at the skill development from Year 2 to Year 3 supported by a Specialist Maths teacher 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,4

<p>(based in school)</p> <ul style="list-style-type: none"> involvement in the two year Nurturing Number Knowledge in Northumberland EEF project to focus on the transfer of skills in Early Years and KS1. <p>We will fund teacher release time to attend CPD sessions for all of the above to improve subject knowledge and skills in delivery of QFT.</p>	<p>EEF and NEAT Maths project evidence – <u>Nurturing Number Knowledge in Northumberland</u></p>	
<p>Systematic phonics teaching in Early Years and KS1 (and lower KS2 where appropriate) will continue to be a consistent daily focus supported by trained staff who use the RWInc programme of delivery.</p> <p>Reading stamina and comprehension skills will be the focus in KS2 with continued use of the VIPERS approach in class based learning and more opportunities to apply comprehension skills in termly assessments.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><u>Phonics Teaching and Learning Toolkit EEF</u></p>	<p>1,3</p>
<p>Approaches to teaching of writing skills will be developed using the new national writing and oracy frameworks to enhance our curriculum delivery.</p> <p>CPD for all staff will be provided to develop QFT of writing while the development of oral language will remain a key focus in Early Years and KS1 as we look to consolidate the foundations of learning.</p>	<p>Research behind ‘Strong Foundations in the first years of school’ highlights the fact that high-quality <u>early education</u> establishes the foundations for later success, including academic achievement, good health and well-being:</p> <p><u>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school#</u></p> <p>The writing framework outlines a common approach to teaching writing based on evidence and existing good practice –</p> <p><u>https://www.gov.uk/government/publications/the-writing-framework</u></p>	<p>1,2</p>

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

Budgeted cost: £22,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund additional TA support time across the school to allow for in class curriculum support for identified learners, targeted interventions and bespoke timetables of provision for individuals who have the highest levels of need where required.</p>	<p>Class based staff (teachers and TAs) who know children well are best placed to provide targeted interventions/in class support.</p> <p>Effective use of teaching assistant interventions – EEF Teacher Toolkit</p>	1,2,3,4
<p>Additional phonics sessions targeted at pupils (including those who are disadvantaged) who require pre-learning, post lesson reinforcement/over learning will be provided by a package of support from an identified TA working in Reception and with KS1 groups.</p> <p>Class based TAs in KS2 will also lead phonics interventions using resources suited to older pupils to fill in 'gaps' and support learning cross the curriculum.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Maths interventions will be put in place where required as support for targeted groups in class and as pre-learning, reinforcement of fluency skills etc where required.</p>	<p>As part of the Maths mastery approach these sessions will allow targeted time to address key concepts as preparation for further maths learning.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF and NEAT Maths project evidence – Nurturing Number Knowledge in Northumberland</p>	1,4

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

Budgeted cost: £10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will maintain our involvement with the 'Be You' mental health team:</p> <ul style="list-style-type: none"> • Referrals for 1:1 support for individuals, • class based workshops for identified needs in groups, • signposting support for parents <p>will go ahead using systems introduced as a trailblazer school for the Wave 11 project last year.</p>	<p>Unless children feel safe, secure and supported in school they will not be able to learn effectively – this is part of our programme of work to educate the whole child with a range of approaches to support whole classes, groups and 1:1 support for pupils and parents. We are part of the MHST programme:</p> <p>https://www.england.nhs.uk/mental-health/cyp/trailblazers/</p>	1
<p>We will fund teacher release time and CPD to support the development of emotional HWB of our pupils:</p> <ul style="list-style-type: none"> • further extend THRIVE Licensed Practitioner Status for 3 school staff to enable them to access online tools • deliver the MELVA programme of HWB resources 	<p>Children need to feel safe and secure in school so that they are 'ready' to learn. This is done via a whole school ethos in the way children are supported, taught and encouraged.</p> <p>Impact of the THRIVE approach</p>	1
<p>We will target CPD for staff to consider the further development of a relational approach in school (e.g. SMHL Hive groups and relational practice conferences) and develop the Eastlea Values and learning characteristics for our school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1

<p>We will fund projects and opportunities to provide enrichment for our pupils to broaden their life experiences either through CPD for staff, visits out of school or visitors in school.</p>	<p>Our children respond best to learning which is in context and which maximises links with wider curriculum areas.</p> <p><u>Aspirational learning interventions – EEF Teacher Toolkit</u></p>	<p>1, 2</p>
<p>We will continue to fund incentives for our pupils to encourage their engagement and behaviour for learning, e.g. Golden Days</p>	<p><u>EEF Learning behaviours</u></p> <p><u>EEF Improving behaviour in schools</u></p>	<p>1</p>

Total budgeted cost: £77,000 [**N.B. The costs in the different areas may vary depending how the projects develop. Most of the funds are used to support staffing costs to provide the best quality first teaching for pupils as possible]*

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.

In 2025 pupils' attainment at the end of key stage 2 saw a dip in some measures. However, overtime pupils' attainment is close to or above that seen nationally and the progress they make across the school ensures they are ready for the next stage of their education.

- In Maths 11 of the 14 disadvantaged pupils (78.6%) achieved the expected standard; this is well above their disadvantaged pupils nationally and in line with non-disadvantaged pupils nationally.
- In writing 10 of the 14 disadvantaged pupils (71.4%) achieved the expected standard, no pupils achieved the higher standard.
- In reading 8 of the 14 disadvantaged pupils (57.1%) achieved the expected standard, with one pupil achieving at the higher standard.

Over the past 3 years phonics screening check outcomes have been well above those seen nationally. This ensures pupils have the phonological knowledge and skills to become fluent readers by the end of key stage 1. Of the 4 disadvantaged pupils, 3 achieved the expected standard in the check.

Over the past three years, the proportion of children reaching a good level of development at the end of Reception has been above the national average. Introducing The Haven for the bespoke support of targeted pupils as well as the early identification of need, has had a positive impact on the achievement of all pupils. 5 of the 8 children who are eligible for FSM achieved a good level of development. The main areas where children did not achieve the ELGs are the two communication and language goals, the three personal, social and emotional development goals, the 3 literacy goals and the 3 understanding the world goals. For all pupils, writing was the limiting factor in terms of not achieving GLD.