

# Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium

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.

The DfE request the use of the below pro-forma to show how we invest our money using the key elements from the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's using [pupil premium guidance](#) to 'narrow the gap.'

## School overview

Detail	Data
School name	Eagle CP School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years the strategy plan covers	2025/2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Wendy Daley
Pupil Premium lead	Wendy Daley
Governor / Trustee lead	Emma Tiffin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	20,720
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>20,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Vision

As a school community, we embrace the uniqueness of each child and offer diverse opportunities so they can recognise their own and each other's strengths, values, and passions, knowing that their individuality is not only accepted and nurtured but celebrated so they can flourish.

By combining high expectations with a rich and ambitious curriculum, and fostering a love for lifelong learning, we empower children to become self-motivated, curious, and well-rounded global citizens who are prepared to embrace the challenges and opportunities of the future with confidence and enthusiasm.

Being part of 'Team Eagle' allows children to express PRIDE in their learning; PRIDE in their goals; and PRIDE in themselves.

### Our Values

Perseverance

Respect

Integrity

Diligence

Empathy

When making decisions about using Pupil Premium funding we consider our school context and challenges. Our aim is to provide our children with the knowledge and skills for now and for the future within a school environment that is both engaging and purposeful.

Our curriculum is designed to provide children with experiences that enhance their thinking and problem-solving; allow them to develop socially and emotionally; to become confident, adaptable and resilient learners; and to know how to keep themselves safe and healthy.

Being classed as disadvantaged should not be a barrier to this aspiration nor put any ceiling on opportunity. The challenges faced by families are varied and there is no "one size fits all".

Our approach will be responsive to common challenges and individual needs based upon monitoring of diagnostic data and regularly reviewing tracking data so that we are fully aware of the needs of all. The approaches we will adopt will aim to complement each other to help our children learn and grow as young people by ensuring that teaching and learning opportunities meet the needs of all the pupils irrespective of background.

We support the EEF research in terms of the ultimate objectives:



To narrow the gap between disadvantaged and non-disadvantaged pupils



For all pupils in school to make or exceed expected progress rates



To support our children's health and wellbeing to enable access to learning








For opportunities to not be inhibited through lack of opportunity or resource

Our key principles to achieve these objectives focus on a range of provision including:



Ensuring all teaching is good or better to ensure a positive learning experience for all children

-  Maintaining reduced class sizes thus improving opportunities for effective teaching and accelerating progress
-  Increasing Teaching Assistant support to provide small group work focussed on overcoming gaps in learning and specific intervention (eg Precision Teaching)
-  Further phonics training, monitoring and support for staff to have the knowledge and skills to progress learners to ARE and above
-  Supporting payments for enrichment activities, educational visits and residential trips to ensure children have first-hand experiences to use in their learning
-  Emotional wellbeing and behaviour support during the school day and with additional provision during lunchtime

This list is not exhaustive and will adapt according to the needs of the children.

## Challenges

Our breakdown distribution of disadvantaged children in receipt of Pupil Premium is:

<b>(Pre-School)</b>	<b>Reception</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
0	2	3	2	5

The key challenges identified among our disadvantaged pupils include:

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<u>Attendance</u> Our attendance data indicates that attendance among disadvantaged pupils can be lower than for non-disadvantaged pupils in some circumstances.
2	<u>Data in the Core subjects inc. phonics and Early Reading</u> The results for disadvantaged are below ARE and connect to lower rates of reading engagement and oral skills
3	<u>Social &amp; Emotional Wellbeing</u> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils which have particularly affected some disadvantaged pupils, including their readiness to learn and age-appropriate social skills.
4	<u>Wider Enrichment</u> The number of disadvantaged children access extracurricular clubs is proportionately lower than non-disadvantaged pupils.

## 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.

<u>Attendance &amp; Punctuality</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance 95%+</li> <li>• No difference between the attendance rates of disadvantaged and their non-disadvantaged peers</li> </ul>
<u>Academic Progress</u> To achieve and sustain improved phonics, reading, writing and maths data	<ul style="list-style-type: none"> <li>• Disadvantaged children will have made the good progress, those without SEND will have closed the gap to ARE.</li> <li>• Phonics scores will improve</li> <li>• Regular reading showing progress in fluency and understanding</li> <li>• Language and vocabulary use will be evident in writing choices.</li> </ul>
<u>Social &amp; Emotional Wellbeing</u> To achieve and sustain positive wellbeing for pupils improving their readiness to learn.	<ul style="list-style-type: none"> <li>• EHWP is positive as shown through pupil voice</li> <li>• Ensuring that any incident is dealt with swiftly and effectively, in a restorative manner</li> <li>• ELSA used regularly to support identified children</li> </ul>
<u>Wider Enrichment</u> To achieve and sustain attendance of disadvantaged children at mini, lunch time and after-school clubs and cultural capital events.	<ul style="list-style-type: none"> <li>• Enrichment activity offer continues and engaged disadvantaged pupils (lunch time and ASC)</li> <li>• Play leader actively engages PP children at lunchtimes.</li> <li>• Free breakfast club with bespoke activities.</li> <li>• PP children are given responsibilities to promote enjoyment and engagement</li> <li>• Tracking system records attendance.</li> <li>• Opportunities are implemented to be part of varied community events</li> </ul>

## 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 (eg; CPD, recruitment and retention)

Budgeted cost: 17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going CPD to ensure quality first teaching	<p>EEF suggests: 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> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p>	2
Embed whole class reading sessions in Key Stage 2 to help develop fluency	<p>EEF Research: Reading comprehension strategies</p> <p>It is known that on average disadvantaged children are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding texts.</p>	2 and 3
Working with the Maths hub and using the Mastering Number programme in Key Stage 1 and Year 3	See EEF Guidance report: Improving mathematics in the Early Years and Key Stage 1 published Jan 2020.	2
Developing the role of Teaching Assistants to better lead interventions and to improve deployment in classrooms to provide live feedback within lessons.	Teaching Assistants will be use to support targeted groups in maths and reading to close the gap between disadvantaged and non-disadvantaged children. Teaching assistants will be coached to carry out live marking and feedback within lessons.	2

## Targeted academic support (eg; tutoring, one-to-one support structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading intervention groups across the school.	Rosenshine's Principles teach us that children need sufficient time to practise retrieval and get the desired help. To underpin effective learning, positive behaviour, regular attendance, the emotional health and well-being of all who learn is vital	2
Increasing resources and scaffolds, so children have the tools and adaptations to meet the Learning intentions.	EEF research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including literacy, mathematics, science and social studies	2
Targeted interventions across classes	EEF – High Quality Teaching The best available evidence indicates that great teaching is the most important driver schools have to improve 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.	2 and 3
Data review targeting outcomes and support for PP and SEND	National College suggests, Pupil progress meetings are crucial to educational efficacy, and are rooted in the ethos of continuous improvement. PPMs foster a culture of data-informed decision-making, where educators come together to assess progress, identify learning needs and plan appropriate 'next steps' to enable children to flourish.	3
Additional learning support to ensure children in the best 'place' to learn both emotionally, socially and in terms of filling gaps	Rosenshine's Principles teach us that children need sufficient time to practise retrieval and get the desired help. To underpin effective learning, positive behaviour, regular attendance, the emotional health and well-being of all who learn is vital	2 and 3
1:1 emotional support offered to children with social, emotional or mental health needs using ELSA trained staff.	EEF research has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	3

## Wider strategies (eg; related to attendance, behaviour, wellbeing)

Budgeted cost:1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small class sizes through monitoring school structure and budget	EEF recognise that class size reductions below 25 provide additional benefits and especially if the reduced numbers allow teachers to teach differently to increase high quality interactions and feedback	3, 4
Monitoring of disadvantaged children so that well-being, attendance, readiness to learn and performance levels are high.	Attendance Champion in post to provide capacity to monitor attendance, consider the barriers to attendance and ways to overcome them through implementing robust tracking procedures	1
Fund extra-curricular activities and clubs for disadvantaged children	Building cultural capital and experiences will improve disadvantage children's aspirations as researched by the EEF	4
Fund trips/experiences/ clubs including residential to broaden disadvantage children's life experiences and cultural capital	EEF research shows that children without access to a wide range of experiences will progress at a slower rate than those who have a broad range of learning experiences.	4
Continue the before and after school clubs including nutritious snacks	EEF research has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	1, 3, 4
Playleader to help support children with their social development	EEF research has shown that behaviour interventions improve attainment by reducing challenging behaviour in school and build positive relationships to further improve learning experiences.	3, 4

**Total budgeted cost: £ 18,850**

## 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.

Aim	Success Criteria	Outcome
<u>Attendance &amp; Punctuality</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Sustained high attendance 95%+</li> <li>Reduce the number of late starts amongst disadvantaged pupils</li> <li>No difference between the attendance rates of disadvantaged and their non-disadvantaged peers</li> <li>Reduce persistent absenteeism</li> </ul>	<p>We are down to 40% (6/15 children) of children who have an attendance below 90% but this needs to be lower</p> <p>The number of children with regular lates has decreased with to only 1</p> <p>We worked hard with 1 family and involved EBSA that fell into the persistent absenteeism category but we did not achieve the outcome we would like. Conversations with Attendance team to discuss future actions.</p>
<u>Academic Progress</u> To achieve and sustain improved phonics, reading and oral skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged children will have made good progress from their on entry data</li> <li>Phonics scores will continue to improve</li> <li>Regular reading showing progress in fluency and understanding</li> </ul> <p>Language and vocabulary use will be evident in writing choices</p>	<p>Several children have made progress against their on-entry data with 2 children achieving GDS across the board. However there is still quite a large proportion that have not met ARE or have seen a dip in their results. Phonics scores are below national however it is only a cohort of 7 children.</p> <p>Reading fluency is happening regularly and fluency is improving. Children in the bottom 20% are having interventions and being tracked – majority are making progress but still below ARE</p>
<u>Social &amp; Emotional Wellbeing</u> To achieve and sustain positive wellbeing for pupils improving their readiness to learn and school attendance.	<ul style="list-style-type: none"> <li>EHWB as shown through pupil voice</li> <li>Social wellbeing as shown in qualitative data from reduced incident reporting/ EHWB 1:1s</li> <li>Ensuring that any incident is dealt with swiftly and effectively, in a restorative manner</li> </ul>	<p>CPOMS is being used regularly to record incidents and actions are being added and then actioned. Restorative practice is being used by all staff and staff are following the new relationships and behaviour policy.</p> <p>Well-being questionnaire has highlighted some key areas for improvements at playtimes which have been addressed through introducing a buddy system. Governor monitoring proved very</p>



		positive from observations and pupil voice.
<p><u>Extra-Curricular &amp; Cultural Capital Activities</u></p> <p>To achieve and sustain attendance of disadvantaged children at mini, lunch time and after-school clubs and cultural capital events.</p>	<ul style="list-style-type: none"> <li>• Extra-curricular activity offer continues and engaged disadvantaged pupils (lunch time and ASC)</li> <li>• Tracking system records attendance.</li> <li>• Support and encourage children with talents in other skill-sets</li> <li>• Reward and celebrate engagement</li> <li>• Opportunities are implemented to be part of varied community events</li> </ul>	<p>Free BSC have been organised but no PP. Going to send PP specific invites for this new academic year.</p> <p>Attendance of clubs is regularly tracked and PP children have first choice into clubs, however only 27% are PP</p> <p>A trip to Yorkshire Wildlife park was organised for all children.</p> <p>Various enrichment was introduced for all children such as cup stacking, cooking, drama classes, archery and fencing.</p> <p>A wide range of clubs are on offer to meet the needs of all.</p>