Pupil premium strategy statement
Eastnor Parochial Primary School

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	93
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	S Tart
Pupil premium lead	S Tart
Governor / Trustee lead	N Shields

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7750
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	
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*	£7750

Part A: Pupil premium strategy plan

Statement of intent

At Eastnor Parochial Primary School our aim is to use the Pupil Premium Funding allocation to improve outcomes for all disadvantaged pupils and to support them to thrive and flourish, including those pupils who are already high attainers. We embed the Christian value of love across school life and we strive to ensure every child, irrespective of their background, should be given the opportunity to achieve and succeed.

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 in this statement, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point of need;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy also takes account of the impact of pupils' social and emotional wellbeing on their academic outcomes and as a result supports each child with mental health and well-being support. We also believe it is critical that children from disadvantaged backgrounds have the opportunity to take part in a wide range of enriching experiences inside and outside the classroom.

How we will achieve these objectives:

- Thrive trained staff to support behavioural, emotional and socially needs both individually and in groups.
- Pay for trips, extra-curricular activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in their classrooms ·
- To give all disadvantaged children the opportunity to learn a musical instrument

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between disadvantaged and non-disadvantaged pupils.
2	To ensure children with additional SEND are given timely support to ensure their needs are met
3	Pupil wellbeing: through observations, working with families and pupil voice we recognise a rise in social, emotional issues and mental health needs.
4	Disadvantaged pupils have non-equitable and possibly limited access to broader experiences and enrichment.
5	Attendance, persistent absenteeism and punctuality.

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
• Gaps and underperformance are identified early and targeted interventions are planned and implemented for disadvantaged pupils. • Continued high standards of reading, writing, grammar and maths attainment achieved for disadvantaged pupils.	• Progress and provision meetings will be held at least termly so that every disadvantaged pupil is tracked and impact / next steps are identified. • Pupils will have an aspirational individual target for the year, which will be used to monitor and gauge their progress;
• School SEND Coordinator to access support from specialist outside agencies so specific needs for individual pupils can be met.	• SENDCo and Class teachers receive direction from outside agencies to improve the outcomes for all pupils when it is required.
• Pupils are supported to regulate their emotions and access their learning.	• Staff to engage with pupils to support their emotional well-being and mental health. • Two members of staff trained in the Thrive Approach and to receive up-

	to-date CPD training opportunities to support children's social and emotional needs. • Sustained high levels of well-being demonstrated by qualitative data from pupil voice, pupil and parent/ carer surveys and teaching observations
• Pupils access the wider curriculum.	• Staff will review our enrichment offer to complement, broaden and support the learning in the classroom; • Family support so the children can attend all that is offered; • Financial assistance with trips and residentials for disadvantaged pupils • Financial assistance with music lessons for disadvantaged pupils. • Opportunities are provided for pupils to access the wider curriculum, e.g., Forest School, clubs, music lessons, community projects etc. • High levels of participation in enrichment activities, particularly among disadvantaged pupils.
• Pupils attending school very day in order to maximise their wellbeing and academic achievement.	• Attendance of disadvantaged pupils to be at least 97%. • Monitoring of attendance, communication with families and support will increase attendance figures and decrease the number of persistent absenteeism (>90%).

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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching in the classroom with a focus on bridging the gap between disadvantaged and non-disadvantaged pupils.	EF Great Teaching Toolkit Evidence Review (2020): Four priorities for teachers: 1.understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking Supporting the Attainment of Disadvantaged Pupils (DfE 2015) Effective Professional Development (2021) Regular discussions with pupils. Interventions put in place swiftly if a pupil starts to fall behind, including pre and post teaching. *EEF guide to Pupil Premium – tiered approach: teaching is the top priority*, including CPD. Sutton Trust: Quality First Teaching has direct impact on pupil outcomes	
Provide pupil subscriptions to enhance pupil's home learning	Students are 38% faster at answering times tables questions after using TTRS than before.' Shine Trust	

and consolidation of key aspects of learning: • Times table Rock Stars • Emilie Spelling and Grammar		

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme Subscription	EEF points to 'extensive evidence' that phonics and reading is a key component of reading development	
Individualised small group tuition run by an experienced TA prioritising disadvantaged pupils.	EEF Teaching and Learning Toolkit EEF – Small Group Tuition (+4 months)	
Additional phonics sessions targeted at disadvantaged pupils who require further support.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Improving Literacy in KS1, KS2 Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)	

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Update Training/Wellbeing training Subscription to the Thrive online portal to support the work of the trained Thrive Practitioner.	EEF: Programmes to Practices Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review January 2020	
Financial support with a variety of enrichment, experiences, visitors and trips for disadvantaged pupils.	Sutton Trust Life Lessons report (2017) EEF Blog – Incentives and Education (+2 months)	
Financial support for instrumental lessons for disadvantaged pupils.	EEF – Art Participation (+3 months progress)	
Raising attendance of our disadvantaged pupils	EEF - Moving forwards, making a difference A planning guide for schools 2022–23 (Wider Strategies / Attendance)	

Total budgeted cost: £8000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory data and internal data for the PP children in our school at the end of 2024/2025 is as follows:

Subject	EXS or above PP at end of KS2 (Statutory Data)
Combined	50
Reading	100
Writing	50
SPAG	100
Maths	50

All experiences and visits were paid for PP children including class 4 Residential trips.

All PP were encouraged to take part in extra –curricular opportunities. School funded these sessions when a cost would have been incurred.

Thrive sessions implemented to support PP children when appropriate.

Whole school Thrive training delivered by our school's licenced Thrive practitioners.

All relevant staff trained to deliver Little Wandle phonics and Early Reading catch up sessions.

All relevant staff trained by Maths Coordinator to deliver effective maths interventions in KS1 and KS2.

SENDco closely monitoring progress of pupil progress. Specialist outside agency support sought when appropriate.

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
Mastering Number	NCETM / SHaW Maths Hub
Times Table Rock Stars	TT Rock Stars
Emilie Spelling and Grammar	Emilie
Thrive Approach	The Thrive Approach