

# Pupil premium strategy statement – Eppleton Academy Primary

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	214 (including 22 nursery)
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2024-2025</b> 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Jackson Headteacher
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Michelle Vernon Victoria Shreeve

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100 640
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£100 640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Eppleton Academy Primary we see the raising of attainment for disadvantaged children as part of our commitment to ensuring all children achieve their full potential. We aim to deliver a highly effective tiered approach for ALL disadvantaged pupils, regardless of prior attainment or current performance which is responsive to pupils' needs. We ensure we offer equality in terms of 'levelling the playing field' for disadvantaged pupils so that they have the same opportunities, experiences, support and aspirations as their counterparts in order to secure good progress, achieve high attainment and to make sure they are ready for the next stages in their education and beyond.

We will do this through the following key principles:

- By considering the challenges faced by vulnerable pupils
- Having individualised approaches to address barriers to learning at an early stage through intervention at the point at which it is needed
- Ensuring high quality teaching is at the heart of our approach as 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
- Ensuring a highly effective teacher is in every class
- Delivering an engaging, challenging and relevant curriculum for ALL of our pupils
- Focusing on opportunities and equality in line with their counterparts: trips, broad and balanced curriculum, careers curriculum, funded breakfast provision
- Focusing on the effective deployment of staff to support disadvantaged children
- Making decisions rooted in robust assessment and evidence
- Addressing non-academic barriers to attainment such as attendance to ensure our most vulnerable are engaged and attending school in order to maximise opportunities to excel
- Focusing on early reading through phonetic understanding to support fluency
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and promote an ethos of attainment of all children and raising expectations of what disadvantaged pupils can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Readiness to learn A number of pupils arrive in school not ready to learn due to external factors including changes in emotional wellbeing, lack of support/routine/boundaries from their family, limited access to nutritious food, irregular sleep patterns or low levels of self-motivation and resilience. This hinders their ability to concentrate and engage in lessons.

2	<p>Social and emotional</p> <p>Our assessments, observations and discussions with pupils and families show increased numbers of disadvantaged pupils who display difficulties in social and emotional aspects of their learning. There has been an increase in the number of children who are managing anxiety and experiencing difficulties in their relationships with their peers. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>External opportunities and resources / enrichment</p> <p>Children have a lack of experiences outside of school, which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. A lack of experiences and aspirations can inhibit vocabulary and comprehension and create life limiting low aspirations. Many of our families rely on school support to further enhance a child's academic journey and to provide wider experiences through school trips, extra-curricular clubs and encounters with employers.</p>
4	<p>Reading</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers with them often lacking the speed, accuracy and resilience needed to access age appropriate extended texts. Many do not have positive attitudes to reading and have reduced opportunities for regular reading at home with reading fluency impeding access and understanding of texts.</p>
5	<p>Writing</p> <p>Assessments, observations and work scrutiny suggest disadvantaged pupils generally have greater difficulties with transcription skills, sentence structure and grammatical accuracy, with a lack of resilience needed for extended writing.</p>
6	<p>Number fluency</p> <p>Assessments, observations and work scrutiny suggest that disadvantaged pupils generally lack the fluency and automaticity of number facts which impacts their mental and written calculation and application to wider mathematical skills.</p>

## 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
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved reading fluency evident.</p>	<p>End of year assessments show improved outcomes, with a higher proportion of disadvantaged pupils meeting age related expectations.</p> <p>Reading outcomes at the end of KS2 2026/27 will show that disadvantaged pupils are attaining at least in line with disadvantaged pupils nationally.</p> <p>Assessments and observations indicate significantly improved fluency skills among disadvantaged pupils, with pupils reading with improved speed, accuracy and intonation. This is evident when triangulated with other sources of evidence i.e. reading miles (AR/Reading plus), engagement in lessons, pupil voice, reading journals and fluency assessments.</p>

<p>Improved writing attainment among disadvantaged pupils.</p> <p>Improved transcription skills evident.</p>	<p>End of year assessments show improved outcomes, with a higher proportion of disadvantaged pupils meeting age related expectations.</p> <p>Writing outcomes at the end of KS2 2026/27 will show that disadvantaged pupils are attaining at least in line with disadvantaged pupils nationally.</p> <p>Assessments and observations indicate significantly improved transcription skills among disadvantaged pupils, with secure sentence structure, grammatical accuracy and higher levels of resilience and stamina evident when writing extended pieces. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and writing moderation.</p>
<p>Improved maths attainment among disadvantaged pupils.</p> <p>Improved fluency and automaticity with number facts and relationships.</p>	<p>End of year assessments show improved outcomes, with a higher proportion of disadvantaged pupils meeting age related expectations.</p> <p>Maths outcomes at the end of KS2 2026/27 will show that disadvantaged pupils are attaining at least in line with disadvantaged pupils nationally.</p> <p>Y4 MTC 2026/27 outcomes to show increases in the number of disadvantaged children achieving full marks and through the average score increasing for disadvantaged pupils from 17.8.</p> <p>Assessments and observations indicate significantly improved number fluency and automaticity among disadvantaged pupils This is evident when triangulated with other sources of evidence, including engagement in Number Sense / Daily maths meeting / maths lessons, TTRS, work scrutiny and ongoing formative assessments.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, but particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from student voice, student and parent surveys and teacher observations</li> <li>-reduced incidents on behaviour logs including bullying</li> <li>-increase in participation in enrichment activities particularly among disadvantaged pupils including after school clubs, alternative breaktime offer in breakout room and residential.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 48 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality CPD</b></p> <p>Teachers will receive an extensive CPD package with a focus on effective strategies to support reading fluency, reading skills, automaticity in maths, ongoing phonics training and transcription skills in writing.</p>	<p>High-quality CPD is one of the most effective ways to improve teaching and learning, which in turn raises pupils outcomes. The EEF highlights that improving the quality of teaching benefits all pupils, but particularly those from disadvantaged backgrounds, as they are disproportionately affected by the quality of instruction they receive. Strong teaching practices, underpinned by evidence-based strategies, can accelerate progress for disadvantaged pupils and help close the attainment gap.</p> <p>A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of teachers. The <i>EEF's Guide to Pupil Premium</i> emphasis that 'High quality teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils.'</p> <p>Effective CPD is not just about one off training sessions. According to the <i>Teacher Development Trust and EEF's Effective Professional Development guidance</i>:</p> <ul style="list-style-type: none"> <li>-CPD should be sustained over time, involve active learning and include opportunities for teachers to reflect on and refine their practice.</li> <li>-Collaborative approaches such as coaching, peer observation and professional learning communities, help embed new strategies and foster a culture of continuous improvement.</li> </ul>	<p>4, 5, 6</p>
<p>Further development of a whole class guided reading approach with a focus on the explicit teaching of reading skills including fluency and comprehension.</p>	<p><i>EEF's Improving Literacy at KS2</i> suggests that most pupils benefit from an emphasis on reading fluency as fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending from the text.</p>	<p>4</p>

<p>Development of the use of diagnostic tools to support reading fluency.</p> <p>-purchase of high-quality texts -opportunities for collaborative approaches such as coaching and peer observation</p>	<p>The EEF toolkit suggests that reading comprehension strategies can have a very high impact for very low cost based on extensive evidence (+6 months).</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups: <i>Diagnostic assessment / EEF</i></p>	
<p>Further development of Daily Maths Meetings including the development of NumberSense Programme, to promote automaticity in maths</p>	<p>Evidence from the <i>EEF Early Mathematics Overview</i> indicates that the approach of promoting fluency can have a positive impact on children's maths. Evidence indicates that children living in poverty benefit from the approach of promoting fluency.</p> <p>The <i>EEF's Improving Mathematics in KS2 &amp; 3</i> is based on a range of the best available evidence, and recommends the need to ensure that pupils develop fluent recall of facts.</p>	6
<p>Employment of an additional TA and HLTA allocated for a portion of the time to pupils in KS1 &amp; KS2, to support the securing of basic skills</p>	<p>We have an ongoing drive to secure basic skills in reading, writing and number so that children can finish KS1 with strong foundations, ready to access a broad and balanced curriculum in KS2.</p> <p>The Teaching and Learning Toolkit suggests that reduced class sizes has moderate impact for high cost, based on moderate evidence – resulting on average an additional 3 months progress.</p>	4,5

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

Budgeted cost: £9940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, linked with normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><i>One to one tuition/teaching and learning toolkit/EEF</i> <i>Small group tuition/teaching and learning toolkit/EEF</i></p>	3,4,5

<p>Reading Plus annual fee to improve fluency in reading in upper KS2</p>	<p><i>EEF's Improving Literacy at KS2</i> suggests that most pupils benefit from an emphasis on reading fluency as fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending from the text.</p> <p>The <i>EEF toolkit</i> suggests that reading comprehension strategies can have a very high impact for very low cost based on extensive evidence (+6 months).</p>	<p>4</p>
<p>Accelerated Reader used alongside a wide range of high-quality texts, dedicated daily reading time and a culture of reading for pleasure, to motivate pupils.</p>	<p>'Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading.' <i>The Reading Framework 2023</i></p> <p>The Centre for Literacy in Primary Education (CLPE) evidence the importance of using high-quality texts to support children in learning to read. They provide suggested high-quality texts and evidence their success in teaching and learning.</p>	<p>1, 3</p>

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

Budgeted cost: £42200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a school counsellor to help ensure that pupils are prepared for the academic and social challenges they face and develop strategies to deal with them.</p> <p>1:1 counselling</p> <p>Group support and workshops</p> <p>Early identification and intervention</p>	<p><b>Education Endowment Foundation (EEF)</b> Evidence suggests that social and emotional learning interventions can add up to 4 months of additional progress for pupils. Mental health support improves readiness to learn and overall attainment.</p> <p><b>Public Health England Research</b> Studies demonstrate that effective mental health interventions lead to improved academic outcomes, reduced exclusions and better attendance.</p> <p><b>DfE Guidance</b> The 2018 'Mental health and behaviour in schools' guidance emphasises the</p>	<p>1, 2</p>

Parent and carer engagement	importance of embedding mental health support within schools.	
<p>Family support worker directed to families to support with barriers affecting pupils' readiness to learn and socio emotional concerns.</p> <p>Formal plans, informal work, signposting to external agencies offered in the form of direct work with pupils and parents to address the identified barriers.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive.</p>	1, 2
<p>Development of a 'Breakout space' within school, to allow provision for sensory regulation and to support vulnerable children and their wellbeing.</p> <p>Development of an 'alternative dinner time' provision to support vulnerable children with their social and emotional needs and to ensure their readiness to learn after unstructured times.</p>	<p><b>EEF Social and Emotional learning – targeted support (+6 months)</b></p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional regulation, both of which may subsequently increase academic attainment.</p>	1, 2
<p>Funded Breakfast</p> <p>A healthy start to each day will enable more pupils to be ready for learning and will impact improved attainment and progress in lessons.</p>	<p><b>Family Action Report 2021</b></p> <p>Evidences 99% of children are ready to start the school day if they have had breakfast. There is also correlation with an improved impact on educational attainment and behaviour. This is particularly evident for disadvantaged children.</p>	1
<p>Funding to ensure all children have equal opportunities for education experiences, extra-curricular clubs/activities and excursions.</p>	<p>Our most vulnerable children do not have the same opportunities and access to experiences as their peers, therefore we try to enhance these provisions within the provisions we offer at school. By doing so it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes their development and helps raise aspirations for all children. Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.</p> <p>The EEF believe enriching education has intrinsic benefits. All children, including disadvantaged backgrounds, deserve a well-</p>	3



	rounded, culturally rich education. It can be argued that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	
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**Total budgeted cost: £100 640**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### EYFS

	Pupils eligible for PP 2023-24	Pupils not eligible for PP 2023-24	Pupils eligible for PP Nationally 2023-24
% achieving GLD	33%	56%	52%

#### Y1 PHONICS

	Pupils eligible for PP 2023-24	Pupils not eligible for PP 2023-24	Pupils eligible for PP Nationally 2023-24
Achieved phonics screen	78%	88%	68%

#### KEY STAGE 1 ATTAINMENT 2024

	Pupils eligible for PP 2023-24	Pupils not eligible for PP 2023-24	Pupils eligible for PP Nationally 2022-23 (no more recent data available)
% achieving the expected standard in reading	50%	86%	54%
% achieving the expected standard in writing	25%	86%	44%
% achieving the expected standard in maths	50%	91%	56%

## KEY STAGE 2 ATTAINMENT 2024

	Pupils eligible for PP 2023-24	Pupils not eligible for PP 2023-24	Pupils eligible for PP Nationally 2023-24
% achieving the expected standard in reading, writing and maths	57%	58%	45%
% achieving the expected standard in reading	57%	58%	62%
% achieving the expected standard in writing	79%	67%	58%
% achieving the expected standard in maths	71%	83%	59%

### Formative and summative School assessments

The Covid 19 pandemic continues to impact upper KS2 disadvantaged pupils disproportionately, with interruptions to foundational learning particularly evident in key skills such as reading fluency, writing and mathematical fluency.

Internal school data and assessments at Eppleton Academy indicate the following trends:

- **Reading:** Reading fluency has been identified as an area of concern, with upper KS2 children in particular lacking the speed, accuracy and resilience needed to access age appropriate extended texts.
- **Writing:** Writing remains a significant area of concern particularly in years 4 & 5, Common gaps include sentence structure, grammatical accuracy and resilience in extended writing.
- **Maths:** Number fluency has been identified as an area of concern, with KS2 children lacking automaticity in key number facts.

Intended outcome	Impact July 2024
<p>Improved attainment and progress in phonics among disadvantaged pupils.</p>	<p>7 out of 9 disadvantaged pupils attained the expected standard in the phonics screening check at the end of Y1 (78%).</p> <p>This is a 14% increase in the number of disadvantaged children achieving the expected standard from the previous year and shows a 3-year improving trend.</p> <p>This is 10% above pupil premium children nationally, with only a 6% achievement gap between school PP and Non-PP nationally.</p> <p>The data demonstrates that over the course of the 3-year implementation the PP strategy has been effective in meeting the intended outcome, with 2024-25 outcomes indicating that disadvantaged pupils are attaining above disadvantaged pupils nationally.</p>
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved reading comprehension skills evident.</p>	<p>8 out of 14 disadvantaged children attained the expected standard in reading at the end of KS2 (57%)</p> <p>Over the last three years 62% of disadvantaged pupils have achieved the expected standard or above at the end of KS2.</p> <p>Within this cohort, the performance of disadvantaged pupils is broadly in line with the performance of non-disadvantaged pupils.</p> <p>Disadvantaged pupils' performance is 5% below the performance of disadvantaged pupils nationally.</p> <p>Assessments and observations across school indicate improved comprehension skills among disadvantaged pupils. There is a strong evidence base through reading journals of the explicit skills being taught and mastered. This is evident when triangulated with other sources of evidence, including engagement in lessons, Accelerated reader and Reading Plus records and ongoing formative assessment. Reading fluency is an area for further development.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Throughout school, pupil voice shows that disadvantaged pupils enjoy coming to school.</p> <p>Disadvantaged pupils are given the opportunity to attend visits and residentials, take part in music, sporting, career and cultural events. Data also indicates that disadvantaged children are accessing our wide offer in after school clubs.</p> <p>There has been a reduction in repeated suspensions this year.</p> <p>The school has observed a reduction in behavioural incidents due to proactive pastoral support, curriculum adaptations and counselling support. However, some disadvantaged pupils still require additional intervention to improve emotional regulation.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>School attendance has improved steadily over the last 3 years, with 2023-24 absence reducing to 4.8% and PA reducing to 12.8%</p> <p>Absence for disadvantaged pupils is 6.8% compared to 3.6% for 'other' pupils.</p> <p>Although overall attendance has improved from the previous year, with school absence and persistent absenteeism below local authority and national comparisons, gaps still exist between disadvantaged pupils and their peers. Absence among disadvantaged pupils was 3.2% higher than their peers and persistent absence 18.7% higher. This is why attendance remains a focus of our family support worker who will work to tackle the barriers and identify additional support through outside agencies / initiatives.</p>
<p>Improve the quality of teaching and have an 'outstanding' teacher in every classroom.</p>	<p>A programme of high quality CPD has been developed and implemented which has focused on reading, music and also on ensuring high quality teaching and learning across the whole curriculum enabling pupils to know more and remember more through responsive teaching.</p> <p>Monitoring shows that across the curriculum there is a higher focus on retrieval of key facts and sticky knowledge. Assessment for learning is increasingly evident with a growing repertoire of strategies to support retrieval practice across school. Children are able to identify how their teachers help them to remember learning and their responses show that they are starting to retain learning of key information over time.</p> <p>Monitoring also shows consistency in reading lessons, with children showing high levels of engagement and an emphasis on Epleton's Keys to Reading. Pupil voice and reading behaviours shows increasingly positive attitudes to reading.</p> <p>There has continued to be a high focus on continued curriculum development and supporting teachers with their own subject knowledge in foundation subjects particularly in music. This continues to raise expectations and improve standards in foundation subjects.</p>

## Externally provided programmes

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

Programme	Provider
Reading Plus online reading programme	Reading Plus

RWI phonics programme	Ruth Miskin
Number Sense	