

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	204 (including 18 nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
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	£99 090
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£99 090

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
Improved reading attainment among disadvantaged pupils.	End of year assessments show improved outcomes, with a higher proportion of disadvantaged pupils meeting age related expectations.
Improved reading fluency evident.	<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"> -qualitative data from student voice, student and parent surveys and teacher observations -reduced incidents on behaviour logs including bullying -increase in participation in enrichment activities particularly among disadvantaged pupils including after school clubs, alternative breaktime offer in breakout room and residential.

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>High Quality CPD</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"> -CPD should be sustained over time, involve active learning and include opportunities for teachers to reflect on and refine their practice. -Collaborative approaches such as coaching, peer observation and professional learning communities, help embed new strategies and foster a culture of continuous improvement. 	4, 5, 6
<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>	4

<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 & 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 & 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

Reading Plus annual fee to improve fluency in reading in upper KS2	<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>	4
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>'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>	1, 3

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

Budgeted cost: £40 650

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>Education Endowment Foundation (EEF) 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>Public Health England Research Studies demonstrate that effective mental health interventions lead to improved academic outcomes, reduced exclusions and better attendance.</p> <p>DfE Guidance The 2018 'Mental health and behaviour in schools' guidance emphasises the</p>	1, 2

Parent and carer engagement	importance of embedding mental health support within schools.	
<p>Family support work for identified 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>EEF Social and Emotional learning – targeted support (+6 months)</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>Family Action Report 2021</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: £99 090

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 2024 to 2025 academic year.

EYFS

7 pupils	Pupils eligible for PP 2024-25	Pupils not eligible for PP 2024-25	Pupils eligible for PP Nationally 2024-25
% achieving GLD	42.8% (3/7)	69.6%	Awaiting publication%

Y1 PHONICS

5 pupils	Pupils eligible for PP 2024-25	Pupils not eligible for PP 2024-25	Pupils eligible for PP Nationally 2024-25
Achieved phonics screen	60% (3/5)	84.6%	67%

KEY STAGE 1 ATTAINMENT 2025

11 pupils	Pupils eligible for PP 2024-25	Pupils not eligible for PP 2024-25	No national data available
% achieving the expected standard in reading	81% (9/11)	73.3%	/
% achieving the expected standard in writing	72.7% (8/11)	60%	/
% achieving the expected standard in maths	72.7% (8/11)	80%	/

KEY STAGE 2 ATTAINMENT 2025

12 PP Pupils	Pupils eligible for PP 2024-25	Pupils eligible for PP Nationally 2024-25	Non disadvantaged pupils nationally 2024-25
% achieving the expected standard in reading, writing and maths	58%	47%	69% Widening gap
% achieving the expected standard in reading	75%	63%	81% Narrowing gap
% achieving the expected standard in writing	58%	59%	78% Widening gap
% achieving the expected standard in maths	75%	61%	80% Narrowing gap
% achieving the expected standard in EGPS	75%	60%	79% Narrowing gap

MULTIPLICATION TIMES TABLE CHECK 2025

14 pupils	Pupils eligible for PP 2024-25	Pupils not eligible for PP 2024-25	Pupils eligible for PP Nationally 2024- 25	Non disadvantaged pupils nationally 2024-25
% achieving full score	57% (8/14)	80%	27%	41%
Average Point Score	22.8	24.1	19.3	21.7

Intended outcome	Impact July 2025
Improved reading attainment among disadvantaged pupils.	The school's targeted approach to improving reading outcomes for disadvantaged pupils has had a demonstrable and positive impact over the 2024–25 academic year. The priority focus on early intervention, high-quality teaching, and structured fluency practice has resulted in measurable gains in both attainment and reading fluency for pupils eligible for the Pupil Premium.

<p>Improved reading fluency evident.</p>	<p>At the end of Key Stage 2 in 2025, 75% of pupils eligible for Pupil Premium achieved the expected standard in reading, significantly outperforming the national figure of 63% for disadvantaged pupils. This represents a strong outcome for the cohort and provides clear evidence of a narrowing gap between disadvantaged pupils in our school and non-disadvantaged pupils nationally.</p> <p>Internal monitoring shows similarly positive progress. Termly reading fluency assessments indicate consistent improvements in both pace (words per minute) and accuracy across the year, demonstrating that the systematic delivery of guided reading, additional fluency practice, and targeted interventions has directly supported pupils' reading confidence and proficiency. Pupils receiving structured fluency sessions have shown the most accelerated improvement, highlighting the effectiveness of this approach.</p>
<p>Improved writing attainment among disadvantaged pupils.</p> <p>Improved transcription skills evident.</p>	<p>The school's focus on strengthening writing outcomes for disadvantaged pupils has led to improvements, particularly in relation to transcription skills. Adjustments to the KS1 writing curriculum—specifically the increased emphasis on spelling, handwriting fluency, and sentence construction—are beginning to show a positive effect on attainment.</p> <p>By the end of Year 2 in 2025, 73% of pupils eligible for Pupil Premium achieved end-of-year expectations in writing, outperforming their peers, with 60% of non-Pupil Premium pupils achieving the same standard. This demonstrates early evidence that the renewed curriculum focus is successfully supporting disadvantaged pupils to develop secure transcription skills, enabling them to write with increasing accuracy and independence.</p> <p>However, this improvement has not yet translated fully into outcomes at KS2. In 2025, 58% of pupils eligible for Pupil Premium achieved the expected standard in writing at the end of Year 6. While this is broadly in line with the national figure of 59% for disadvantaged pupils, the gap between school disadvantaged and non-disadvantaged pupils nationally remains a concern and indicates a widening attainment gap at upper key stage levels.</p> <p>These outcomes highlight that, although curriculum adaptations and targeted support are having a measurable impact within KS1, further work is required to ensure these gains are sustained and translated into stronger writing outcomes at KS2. Continued focus on spelling, sentence fluency, and extended writing opportunities—alongside timely intervention—will be vital in securing long-term improvement for disadvantaged pupils as they progress through the school.</p>
<p>Improved maths attainment among disadvantaged pupils.</p> <p>Improved fluency and automaticity with number facts and relationships.</p>	<p>The consistent implementation of daily number fluency routines and the structured use of the NumberSense programme have been instrumental in supporting pupils eligible for the Pupil Premium to develop secure number facts and a deeper understanding of number relationships.</p> <p>At the end of Key Stage 2 in 2025, 75% of disadvantaged pupils achieved the expected standard in mathematics, significantly outperforming the national figure of 61% for disadvantaged pupils. This represents evidence of a narrowing gap between disadvantaged pupils in school and non-disadvantaged pupils nationally,</p>

	<p>reflecting the impact of focused fluency work and high-quality teaching within a mastery framework.</p> <p>Further evidence of improved number automaticity is seen in Year 4 Multiplication Tables Check (MTC) outcomes. In 2025, 57% of pupils eligible for Pupil Premium at our school met the expected standard, compared with 27% of disadvantaged pupils nationally, and exceeding even the 41% national figure for non-disadvantaged pupils. This demonstrates the effectiveness of the Number-Sense approach in accelerating fluency for disadvantaged learners and enabling them to meet national benchmarks with increasing confidence.</p>
To achieve and sustain improved wellbeing for all pupils in our school, but particularly for our disadvantaged pupils.	<p>The school's comprehensive approach to promoting wellbeing has resulted in improvements for pupils across the school, with clear evidence of particularly positive impact for disadvantaged pupils. A combination of targeted emotional support, expanded enrichment opportunities, and the development of dedicated regulation spaces has contributed to improved readiness to learn and greater engagement in school life.</p> <p>The use of a school counsellor has been a key factor in supporting pupils with emerging or ongoing social, emotional, and mental health (SEMH) needs. Disadvantaged pupils have been prioritised for early intervention, and case studies show improved attendance, better emotional regulation, and more positive engagement in learning following counselling sessions.</p> <p>The school has continued to widen access to extra-curricular activities, music tuition, and educational excursions, ensuring disadvantaged pupils are fully included. Participation data shows that a high proportion of disadvantaged pupils are now engaging in instrumental lessons, after-school clubs, and enrichment opportunities, removing historical barriers to involvement and broadening pupils' cultural and social experiences.</p> <p>Significant investment in the school environment has further strengthened wellbeing. The development of the Breakout Space within the Zen Den provides a calm, purpose-designed area supporting pupils with self-regulation, sensory needs, and transitions into the school day. Staff have noted marked reductions in morning anxiety for pupils regularly accessing this provision, leading to smoother starts to learning and improved classroom engagement. In addition, the introduction of an 'alternative dinnertime' provision has supported pupils who may find the main playground environment challenging, ensuring they have a safe, structured, and supportive space during a key unstructured period of the day.</p> <p>Pupil and parent feedback reinforces the positive impact of these strategies. 95% of parents agreed or strongly agreed that their child is happy at school, and 97% of pupils reported enjoying school all, most, or some of the time, reflecting a high level of confidence in the school's nurturing ethos and wellbeing offer. Pupil voice activities similarly show that pupils feel safe, listened to, and well cared for, with many reporting that they know where to go and who to talk to if they need support.</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	