



**BRADGATE**  
Education Partnership

Stronger Together

**Eastfield Primary School**

# **Pupil Premium Strategy 2025-2026**

DATE: December 2025

PRODUCED BY:  
**Tim Gilbert**

Ambitious  
Collaborative  
Ethical

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.

## Eastfield Primary School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	20.8
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Timothy Gilbert (HT)
Pupil premium lead	Jenny Pratt
Governor / Trustee lead	Gill Hussey Liz Moore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,125

# Part A: Pupil premium strategy plan

## Statement of intent

- At Eastfield, we ensure that teaching and learning opportunities meet the needs of all pupils. Appropriate provision is made for pupils that belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This will be through whole school monitoring of data, assessments and discussions with the class teacher. We recognise that not all pupils that receive Pupil Premium funding will be socially disadvantaged.
- Pupil Premium funding at Eastfield provides opportunity for staff to develop their teaching, ensuring quality first teaching impacts on the needs of children. Some children may require targeted support through intervention or access to a programme specific for their need. We take a flexible approach at Eastfield to respond to the unique child, recognising that their physical, social and emotional needs are met. At Eastfield we recognise the importance creativity has on a child's ability to succeed in the world of education and employment. A child has to develop skills to respond to a range of situations; investing in enrichment opportunities supports Eastfield Character Counts.

## Challenges

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

Challenge number	Detail of challenge
1	The number of Pupil Premium children achieving ARE and GD
2	Progress and attainment of Pupil Premium children v non-pupil premium
3	Social and emotional
4	Poor attendance
5	Limited enrichment opportunities
6	Progress and attainment of Pupil Premium children who are also SEND
7	Medical needs

## 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
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<p>Quality first teaching is to be implemented in all classrooms for all pupils.</p> <p>The attainment of disadvantaged pupils is to be in line with those that are not disadvantaged. This is to be in line at both school and national level.</p> <p>Targeted support will be provided for individual pupils, and small groups of pupils. Group support will include both disadvantaged and non-disadvantaged children.</p>	<p>All disadvantaged pupils make at least expected progress from their starting points. Accelerated progress closes the attainment gap between disadvantaged and non disadvantaged pupils.</p> <p>Flight path of disadvantaged children shows that no one is falling behind their trajectory. KS2 data shows that disadvantaged children have made better than expected progress - +ve score in KS2 SATs.</p>
<p>Pupils enjoy positive self-image and emotional wellbeing as seen through pupil voice, behaviour logs, pupil progress and attainment.</p>	<p>Pupils feel happy, are safe and secure. Social/emotional issues are not a barrier to learning. Support is available for pupils who require it, and this support is effective in making a tangible difference.</p>
<p>Pupils show resilience both in and out of the classroom leading to increased progress and attainment.</p> <p>Teachers are applying research into their practise using metacognitive approaches.</p>	<p>Pupils engage well in lessons and with wider school life, showing consistent effort. Through CPD, metacognition is visible in each classroom.</p> <p>Conflict resolution on the playground is supported by peer-to-peer model.</p> <p>Access to a range of enrichment opportunities and a broadening of cultural awareness.</p>
<p>Effective use of accurate assessment information supports pupil progress for eligible pupils, as seen in lesson observations, pupil progress meetings.</p>	<p>Eligible pupils are taught well, with a range of strategies to ensure progress in year and across a key stage.</p>

## 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: £66,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continual Professional Learning Opportunities - PLCs</p> <ul style="list-style-type: none"> <li>- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li> <li>- Opportunities such as individual training opportunities, teacher research groups (TRGs) and external moderation activities</li> </ul>	<p>1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential</p>	1,2,6

<p>- PLC and support provided by curriculum experts (JP)</p> <p>- Ongoing mentoring and coaching activities linked to our School Development Priorities and Rosenshines Principles of Instruction</p>	<p>to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	
<p>Standardised testing - Purchase of NTS standardised assessments - Staff training to ensure the effective implementation and interpretation of the assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p>	1,2,6
<p>Staff CPD in relation to Oracy curriculum.</p> <p>Oracy strategies used within classrooms to develop childrens talk and confidence.</p> <p>Development of an Oracy champions within each phase.</p>	<p>The integration of oracy skills into primary education has been shown to have a significant impact on pupil premium children. Research indicates that oracy skills contribute to improved learning outcomes, increased confidence, enhanced vocabulary development, better wellbeing, and increased employability.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1,2,3,6

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

Budgeted cost: £7890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intervention led by teaching staff across phases.</i></p>	<ul style="list-style-type: none"> <li>Teaching staff delivered targeted small-group sessions in reading and maths for identified Pupil Premium pupils.</li> <li>Interventions were planned collaboratively across phases (KS1 and KS2) to ensure continuity and progression.</li> <li>Teachers used formative assessments to adapt interventions.</li> <li>Staff provided pre-teaching of vocabulary and concepts to support engagement in whole-class lessons.</li> </ul> <p><a href="#">Small group tuition   EEF</a></p>	
<p><i>SEND – Support for children with SEND</i></p>	<p>Class Teacher Responsibility: Teachers lead planning and delivery of differentiated learning, ensuring interventions are embedded within quality first teaching.</p> <p>HLTA Support: Higher Level Teaching Assistants provide targeted small-group and 1:1 interventions, focusing on gaps in core subjects and social/emotional development.</p> <p>Personalised Provision: Use of Individual Education Plans (IEPs) and Pupil Premium strategies to align support with both academic and pastoral needs.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	

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

Budgeted cost: £7,310

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Reducing social and emotional issues through improved emotional literacy and developing positive mental health impacting on relationships and academic performance.	<p>The sessions are very beneficial and have far-reaching implications for the wellbeing of these pupils at home and in school. content is proven when delivered well to have long-term benefits to pupils with additional emotional needs.</p> <p>-SENDCo time to work alongside class teachers to support wellbeing of PP children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#nav-recommendation-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#nav-recommendation-1</a></p>	3,1,2
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged.	<p>Pupils who are eligible for PPG may not have access to these enriching experiences without additional financial input.</p> <p>-Up to 50% subsidy for trips and residential.</p> <p>-Additional member of staff to run breakfast club to increase capacity</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5
To increase the Parental engagement and involvement in pupils learning.	<p>Positive parental engagement will have an impact long term on pupils' attitudes to learning and their success in education for life</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?</a></p>	3

**Total budgeted cost: £ 81,125**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Staff Development:  
Regular CPD sessions during staff meetings have supported teachers in reflecting on their practice and strengthening subject leadership.
- Provision and Learning Journeys:  
We have ensured that provision for all children is carefully planned and delivered. The introduction of learning journeys across the school enables pupils to understand their starting point, end goals, and the steps needed to achieve success. Learning walks and pupil voice show pupils are increasingly confident in articulating their learning and identifying next steps.
- Wellbeing and Character Development:  
Regular wellbeing checks by our wellbeing team and close monitoring by the SENDCo ensure that pupils' social and emotional needs are met. The revamped Character Counts celebrations have made recognition more impactful, helping build stamina and resilience in pupils. Residential, trips, and experiences have further supported character development.
- Focus on Writing:  
Writing remains a key area for development. Continuous review of the writing curriculum, alongside Strong Foundations and Writing Framework training, has strengthened practice. Emphasis on vocabulary development and visual supports has enhanced communication-friendly environments. Guided writing sessions ensure disadvantaged pupils receive high-quality instruction.
- Support for Pupil Premium and SEND:  
Many Pupil Premium pupils also have SEND. Learning support staff have received training to provide tailored scaffolding and ensure access to the broader curriculum.