

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East Wold CE Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 -2027-8
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Victoria Cass, Acting Executive Headteacher
Pupil premium lead	Becky Dhami, Executive Headteacher
Governor / Trustee lead	Lara Oldfield, Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,664
Recovery premium funding allocation this academic year	
Pupil 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	£16,664

Part A: Pupil premium strategy plan

Statement of intent

Our vision is: 'Our small school community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment, where each one of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.' **Empowering all to flourish and succeed.** *"I can do all this through him who gives me strength."* — *Philippians 4:13*

Within a Christian ethos, we provide a safe, nurturing school community enabling all children to reach their full academic potential as unique, well-rounded individuals and valuable citizens of the world. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our Curriculum 'Golden Threads' are intertwined throughout our curriculum. They are - Diversity Drivers, Wellbeing Warriors and Planet Protectors. Integral to our Diversity Drivers we consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. EEF Guide to Pupil Premium – April 2022 states that 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' 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.

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 will continuously be evaluated to ensure all our pupils make progress and achieve their full potential. 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 need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate writing stamina has been impacted by the partial school closures. Grammar and spelling skills, along with vocabulary gaps are present among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment is significantly below national averages which will further impact on disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during lockdowns. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the year indicates that attendance among disadvantaged pupils is 4.3% lower than for 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.

Intended outcome	Success criteria
Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show improved numbers of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show improved numbers of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show improved numbers of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide adaptive teaching CPD for all teaching staff.	Teachers develop their confidence and understanding of effective, evidence based adaptive teaching strategies, and subsequently support Disadvantaged pupils, to access the curriculum. Teachers know how to implement effective and well-targeted adaptations. Teachers foster improved pupil engagement by personalising pupils' learning experiences.	1,2,3
Plan implementation approach of WalkThrus CPD for all teachers. QFT – Improved Teacher/TA/DHT provision across whole school, underpinned by Walkthrus CPD which explicitly aligns with teacher development to directly impact on the quality of teaching.	WalkThrus teaching strategies are rooted in a deep understanding of how learning works. It is broken up into four key areas: • BUILD KNOWLEDGE - Supporting teachers to build knowledge of teaching practices, step by step. • MOTIVATE STAFF - Using techniques which come from credible sources and using coaching processes which support setting goals based around key action steps. • DEVELOP TEACHING TECHNIQUES - Each WalkThru can be modelled, practised, rehearsed, with feedback that focuses on specifics. • EMBED PRACTICE - The steps process prompts teachers to sustain their practice over time, developing more effective habits that impact directly and indirectly on the learning gains for pupils.	1,2,3
High quality feedback which is highly responsive to individual and personalised needs, whilst prioritising support of disadvantaged children. This will ensure that immediate/prompt feedback is prioritised and that this has the greatest impact.	EEF Toolkit Evidence: Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback studies tend to show very high effects on learning and when used effectively pupils can make an average of 8 months' additional progress.	1,2,3,4

The wider curriculum to be consistently delivered across the school, particularly for pupils with SEND and the disadvantaged. Staff to ensure that planning is coherent and sequenced in order to promote development of cumulative knowledge and skill development Increased quality of teaching will ensure needs of all learners are met, including those who are disadvantaged. Use of adaptation and associated strategies to be consistently applied, implemented and, ultimately, embedded.	Staff training and development opportunities through scheduled and timetabled opportunities allow subject leaders to more effectively monitor and evaluate the provision of teaching and learning for their subject. Effective action-planning, monitoring (live and non-live) create opportunities for subject leaders to recognise strengths, opportunities, weaknesses and threats and act upon them in order to effect change and impact positively on curriculum content, delivery and quality of teaching.	1,2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. • Implement explicit teaching methods, including direct instruction, to improve understanding of mathematical concepts. This approach has been shown to be effective for low-attaining students in mathematics (Schools Week). • Utilise formative assessment techniques to inform planning and adapt teaching to meet the needs of all pupils, ensuring that learning objectives are clear and achievable (Education Endowment Foundation). • Provide continuous professional development (CPD) focused on mathematics pedagogy for teachers, ensuring they are equipped with the latest strategies and resources to support pupil learning • Foster a positive mathematical culture in the classroom by encouraging a	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3 EEF] (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)). Improving mathematical achievement in primary school-aged children).	3 4

growth mindset, where mistakes are viewed as learning opportunities, thus enhancing pupil confidence in their mathematical abilities		
Purchase of resources to ensure delivery of the Literacy Tree reading and writing curriculum.	English schemes that develop language capabilities, develop fluent reading, teach reading comprehension, teach writing comprehension and develop transcription and sentence construction through extensive practice have a strong evidence base. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2 Reading Comprehension shows impact of 6+ months: Reading-comprehension-strategies	1 2
DfE validated Systematic Synthetic Phonics programme resources and CPD to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI one to one interventions and implementation of groups	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 4
Termly provision mapping takes place where staff use teacher assessments and to identify off-track pupils and next steps. Pupil Progress meetings three times per year, ensuring class teachers correctly and promptly identify pupils who require support and to monitor the progress of DA and non-DA pupils. Through termly Pupil Progress meetings and in-house data on the Pupil Premium tracker, class teachers monitor the progress made each term and set interventions accordingly.	Teacher assessments are used to identify pupils with SEND who are not making expected progress. This informs a graduated response through termly provision mapping, ensuring support is precisely matched to need and regularly reviewed for impact.	1,2,3,4
Implement small group interventions using diagnostic assessments to identify specific areas of need and tailor support accordingly Incorporate metacognitive strategies into lessons, teaching pupils how to plan, monitor, and evaluate their own learning processes, which has been shown to improve academic outcomes	Teaching assistants can provide a large positive impact on learner outcomes by providing targeted interventions, which are often delivered out-of-class. (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Targeted academic support Education Endowment Foundation Schools Week .	1 2 3 4

Use technology-based interventions, such as maths-focused software or apps, to provide additional practice and support for pupils outside of the classroom environment	Education Endowment Foundation	1 2 3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - Embedding principles of good practice set out in the DfE's guidance document. This will involve training and release time for staff to implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6
Provision of arts activities to inspire, re-engage and motivate.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. It has proven to have a positive impact on pupil outcomes (3 months plus). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1 3 5
Year 6 residential costs	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4 5

Provide subsidised free access to and opportunity to engage in Local Authority Music Service tuition.	Music tuition supports social and emotional development. Research indicates that learning an instrument enhances self-esteem, resilience, and emotional regulation. For disadvantaged children, who may face higher levels of stress or social exclusion, access to structured, creative activity provides a protective factor for mental wellbeing.	4,5,6
Counselling sessions	More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4 5

Total budgeted cost: £16,664

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have carried out an analysis of the performance and outcomes of the school's disadvantaged pupils from the academic year 2024-25. This has involved drawing on summative and formative assessments, as well as internal observations, monitoring and evaluation.																											
	Intended Outcome	Success Criteria	Outcomes																								
1	Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show improved numbers of disadvantaged pupils met the expected standard.	<table><tr><td rowspan="2">2025</td><td colspan="4">Meeting the Expected Standard</td></tr><tr><td>All</td><td>Non-PP</td><td>PP</td><td>GAP</td></tr><tr><td>Reading</td><td>43%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td>Writing</td><td>43%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td>Maths</td><td>29%</td><td>50%</td><td>0%</td><td>-50%</td></tr></table>	2025	Meeting the Expected Standard				All	Non-PP	PP	GAP	Reading	43%	50%	50%	0%	Writing	43%	50%	50%	0%	Maths	29%	50%	0%	-50%
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4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	Wellbeing days held October 2024, February 2025 and July 2025: Qualitative feedback from pupils included: - Making a worry doll, they helped with our worries - Calming and relaxing experiences - enjoyed sharing personal thoughts - Participation in sports activities - Wide range of experiences and things to do. The table below shows participation by PP vs Non-PP children in school club enrichment activities throughout 2024-25: <table><tr><td></td><td>Cohort</td><td>Non-PP</td><td>PP</td></tr><tr><td>EYFS</td><td>12</td><td>4/11 (36%)</td><td>0/1 (0%)</td></tr><tr><td>Y1</td><td>14</td><td>2/13 (15%)</td><td>1/1 (100%)</td></tr><tr><td>Y2</td><td>13</td><td>8/12 (67%)</td><td>1/1 (100%)</td></tr><tr><td>Y3</td><td>12</td><td>5/10 (50%)</td><td>1/2 (50%)</td></tr><tr><td>Y4</td><td>11</td><td>2/8 (25%)</td><td>2/3 (67%)</td></tr></table>		Cohort	Non-PP	PP	EYFS	12	4/11 (36%)	0/1 (0%)	Y1	14	2/13 (15%)	1/1 (100%)	Y2	13	8/12 (67%)	1/1 (100%)	Y3	12	5/10 (50%)	1/2 (50%)	Y4	11	2/8 (25%)	2/3 (67%)
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Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
Literacy Tree	Literacy Tree Ltd
White Rose Maths	White Rose Education
Kapow Curriculum	Kapow