



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding- updated September 2024 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 Stour Primary School
Number of pupils in school	353 (September 2026)
Proportion (%) of pupil premium eligible pupils	September 2024: 35% September 2025: 37% September 2026: 40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	J Charlesworth
Pupil premium lead	J Charlesworth
Governor / Trustee lead	Rob Cook

Funding overview

Detail	Amount September 2025	Amount September 2026
Pupil Premium Funding	£223,055	£212,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for the academic year	£223,055	£212,710

Part A: Pupil premium strategy plan

Statement of intent

At East Stour Primary School, our intent is rooted in high expectations and an unwavering commitment to delivering a good quality of education for all pupils, whether disadvantaged or non-disadvantaged. Underpinned by our core RETRO values—Respect, Empowerment, Tolerance, Resilience, and Optimism—we aim to enhance oral and written language skills, expanding vocabulary to drive communication, engagement, and academic attainment. Disadvantaged provision and inclusive practice form the 'golden thread' woven throughout our entire school community, ensuring every child, regardless of background or barrier, is supported to excel within an ambitious, nurturing, and high-achieving environment.

Our strategy aligns seamlessly with our School Improvement Plan (SIP), prioritizing vocabulary development and the embedding of formative assessment to continuously refine quality first teaching. We champion inclusive practice through adapted classroom support, targeted small-group interventions, and specialist academic mentoring. The school actively addresses Social, Emotional, and Mental Health (SEMH) needs through a trust-wide graduated approach in collaboration with EKC, alongside robust pastoral care. We are committed to closing the attainment gap in reading, writing, and mathematics by combining high-quality classroom instruction with rigorous, frequently monitored intervention programmes.

Recognizing the diverse community needs across our school, our Family Liaison Officers (FLOs), SEND team, and safeguarding lead work collaboratively to support families, drive attendance, and foster positive behaviour. Transition processes at all key stages are deeply embedded, utilizing Nurture UK framework tools, outside therapeutic agencies, and targeted secondary school and EKC college partnerships to build resilience and ensure seamless educational continuity.

Essential to our vision is the personal development of every pupil. We believe that rich cultural capital and experiential learning are key enrichment drivers for disadvantaged pupils. Through subsidised school trips, visits to local landmarks, cultural experiences, and strong links to the local community—including partnerships with EKC Ashford College and Godinton House—we broaden horizons, raise aspirations, and inspire ambition. By celebrating community representation and supporting our EAL and SEN learners, we ensure that every pupil actively participates in the full life of the school and develops the confidence and skills needed for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Language acquisition and vocabulary development remain a primary barrier across the curriculum.
2	An increasing prevalence of complex needs, including higher numbers of pupils with EHCPs, SEND, and social, emotional, and mental health (SEMH) challenges.
3	Parental engagement and support with learning and behaviour at home continue to be an area for development for some disadvantaged families.
4	Many disadvantaged pupils lack access to the rich cultural capital and varied experiences enjoyed by their non-disadvantaged peers, limiting their knowledge of the world and vocabulary.
5	Persistent attendance challenges for some disadvantaged pupils, impacting their access to consistent learning.
6	The need for improved stretch and challenge opportunities for high-attaining disadvantaged pupils, particularly in reading and writing across several year groups, to move beyond expected levels.

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
Improve the rate of attainment for PP pupils	Year 1 phonics screening results meet the target and PP children achieve in line with non-PP. The difference in attainment for reaching ARE in Reading, Writing and Maths is lower between PP and non PP children. More able PP pupils are able to gain greater depth / above ARE within Reading, Writing and Maths. Pupil premium progress is better than overall in Writing and Maths and in line with overall in Reading The introduction of EKC Foundational Knowledge and Skills framework will ensure that all children are assessed regularly and targeted to 'catch up and keep up' with high expectations in learning. Children who are significantly behind their peers will be identified and supported through adaptation, intervention and bespoke timetabling

Pupils access a wide range of interventions to meet their needs, including SEMH support and SALT support.	Personalised plans in place and provision implemented across the school. Little Link Speech and Language programme is to be embedded in EYFS. This has meant that children joining Reception classes from East Stour Nursery have a better foundation ready to learn and children with barriers to learning are identified for support and intervention early. The Balanced System is embedded across the school and whole class strategies are introduced to support PP children Children are provided with targeted academic support from a range of sources including academic learning mentors, tutors and interventions. As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M. Targeted transition intervention groups will support a robust transition to year 7, into reception from nursery and between classes The adapted classroom is developed to ensure that all children learn and high expectations for all children are continued. Specialist SEN advisor employed by school (part time) to develop strategies with all stakeholders to reduce behaviour incidents and develop strategies for more complex SEMH need
Increased parental engagement and support of the school and their child's learning, including behaviour for learning.	Parents indicate there are strong links between home and school and support is received for a wide range of needs through parental correspondence and surveys. Behaviour incidents are reduced in school due to behaviour support in the home. FLO reports and meeting minutes evidence the impact of their support provided. BSW meetings demonstrate the impact of actions on parental engagement and children's learning. The school has linked with NHS NELFT support workers who continue to offer school wide support to children to reduce barriers to learning. They will continue to offer resilience workshops, transition workshops and also working with children and parents both in the home and in school.
Increase the rate of attendance / punctuality for targeted disadvantaged pupils	Attendance of identified PP pupils increases and the gap between PP and non PP narrows. Support for vulnerable families continues from the FLO team to ensure that children attend school. This includes offering breakfast club, intervention groups with the therapy dogs and ELSA lead, Hub clubs (soft starts) and supportive meetings with parents to discuss any further support needed. Regular BSW meetings ensure that support is offered in an efficient and timely manner. EBSA support is offered and there is a clear and robust procedure in place for PP children who may experience emotional based school avoidance.
PP children enjoy the wide range of enrichment activities at East Stour	Pupil surveys reflect enjoyment in school and improved attitudes to learning. To implement in a more robust manner PP pupil numbers participating in clubs and tournaments increases and narrows the difference between PP and non-pp. Yearly maps demonstrate the wide range of enrichment activities taking place. Subject leaders can verbalise the enrichment activities within their subject. Collaboration with subject leaders, PTLs and behaviour and PD lead will increase offer of a range of activities

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: £ 41,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and staff training on pedagogical approaches including adaptive teaching, vocabulary acquisition, and knowing/remembering more. Focus on embedding explicit stretch and challenge strategies for high-attaining disadvantaged pupils in Reading and Writing across Key Stages 1 and 2. Ongoing training on inclusive classroom practice to support the golden thread of PP/SEND provision. Introduction of new English Pathways to read and write planning and reading resources Introduction of EKC Foundational Knowledge and Skills framework including staff CPD, Leadership CPD and	https://www.youtube.com/watch?v=6NBaLy364u8 EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net) TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqr.pdf (d2tic4wvo1iusb.cloudfront.net) EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Mark Rowland- updated practical guide to the pupil premium Waldfoegel and Washbrook (2010) Vocabulary at aged five: There is a 27% gap between the lowest income quintile and the highest.	1, 4, 6
Inclusion team to focus on EAL inclusion to drive EAL inclusion, oral language development, and scaffolded writing strategies across the school, led by DHT.	Diversity and inclusion strategy 2018 to 2025 - GOV.UK (www.gov.uk)	1, 2
EKC Training Days and workshops for staff across the school, focusing on SEND/SEMH strategies and adaptive teaching for high-need cohorts. Cost and release time.	Ofsted Guidance	1-6
Employment of a Quality of Education Lead to refine curriculum progression, integrate ambitious writing/maths extension tasks for PP pupils, and monitor quality first teaching.	Ofsted Guidance	1, 4, 6

Subject Leadership focused CPD on ensuring teaching and learning is sequenced, active, focused, and explicit. Subject leaders allocated release time to develop action plans addressing SEND/PP stretch and support in their subjects.	Collaborative for Academic, Social, and Emotional Learning (CASEL), CASEL's research shows that programs that make a positive difference incorporate "SAFE" approaches and are sequenced, active, focused and explicit. In other words, programs that guide young people through a sequential series of engaging activities focused on the development of specific skills were shown to be most effective.` Mary Myatt- gallimaufry to coherence. Logical, sequenced progression to support attainment.	1, 2, 6
ECT mentor release time, class supervision, and SLT/Middle Leader mentoring to ensure consistent delivery of high-quality adaptive teaching and stretch across all early-career teachers' classrooms.	Early Career CPD Exploratory Research	1, 6

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

Budgeted cost: £ 44,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT used to set challenging targets for individual pupils, including aspirational Greater Depth targets for higher-attaining PP pupils. Seasonal PPRs to track attainment and progress across all cohorts (Nursery to Y6), identifying target focus groups for support and stretch. Maths mastery cascaded across the school to deepen problem-solving skills for PP pupils. Whole school focus on curriculum development, adaptive teaching, SEMH, and attendance. SLT and subject leaders evaluate quality of teaching, learning, marking, and feedback. Seasonal summative assessments and Inclusion Team tracking for pupils with SEND/EHCPs.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 6
Sustain and expand booster groups Interventions (weekly pre-teaching and re-teaching sessions) for targeted small groups of PP children across key stages.	The EEF guide to Making best use of Teaching Assistants DfES – supporting the attainment of disadvantaged pupils	2, 6

Targeted small-group and 1:1 academic tutoring sessions focusing on Writing and Maths boost for Year 6 (SATS preparation) and key focus groups in Key Stage 1 and 2. Provision of dedicated hardware, stationery, workbooks, and structured intervention programs for tutors.	One-to-one tuition evidence summary Small group tuition evidence summary	2, 6
Targeted learning RWI packs and home-learning materials and books provided to families to reinforce learning and parent partnership.	EEF toolkit – parental engagement EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	3, 5
Embed Little Link Speech & Language Link project across Nursery and Reception to ensure early identification and intervention for language barriers. Continued partnership with NHS NELFT support workers for targeted communication and wellbeing support. EKC initiative to increase awareness and develop SEMH support strategies across the school. Dr LJ training for all staff	EEF – oral language interventions consistently show positive impact on learning. Little link	1, 2

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

Budgeted cost: £125,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two 30-hour FLOs across school providing key family liaison, parent workshops, foodbank access, home visits, TAF/CIN/CP meetings, and targeted support for vulnerable PP/SEND families. Lead DSL x2 days weekly ensuring staff continue with high safeguarding practice and robust systems	EEF toolkit – parental engagement Previous Parent Surveys	3, 5
FLOs and Attendance Officer drive attendance and punctuality for persistent absent PP pupils, utilizing early interventions, breakfast club places, and EBSA pathways. Fortnightly Behaviour, Safety, and Welfare (BSW) meetings with SLT to monitor attendance and pastoral actions.	EEF Report on the Impact of school closures on the attainment gap EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	3, 5

Resources and organizing of house challenges, talent shows, and inter-school competitions to boost participation, self-regulation, and school engagement for disadvantaged pupils.	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	4
SEND team delivers bespoke pastoral interventions (e.g., Lego therapy, clay therapy, ELSA, therapy dogs) and Nurture provision for identified complex SEMH/SEND pupils across cohorts.	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	2
Part-time Specialist SEN Advisor to work with stakeholders on strategies to de-escalate behavior, manage complex SEMH needs, and support school dog integration for emotional regulation.	Improving behaviour in schools evidence review	2
Outside agency support for pupils identified with high-level SEMH/emotional barriers.	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	2
Enhance cultural capital through subsidized educational visits, workshops, residential trips, and funded breakfast/after-school club places to broaden experiences and promote attendance.	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. EF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	4, 5

Total budgeted cost: £222,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcomes <u>Headlines 2025/2026:</u> ● Year 6 Achievement: This cohort shows the most consistent performance in students achieving "Above" expected levels across all three subjects (Reading 14.3%, Writing 7.1%, Maths 14.3%). They are also showing high progress in Maths, with a progress score of 8.5. ● Year 5 Maths & Writing: This year group displays high attainment, with 59.1% of students at Expected+ for Maths and 50% for Writing. They are also seeing strong progress towards targets, particularly in Maths (88.89% at or above target). ● Year 2 Reading Attainment: Year 2 currently records the highest overall Reading attainment across all cohorts at 61.1% Expected+.

- **Progress Against Targets:** Year 1 cohorts are consistently hitting or exceeding their progress targets, with 92.86% of students at or above target across Reading, Writing, and Maths. Additionally, both Years 5 and 6 demonstrate strong progress in Maths (88.89% and 85.19% respectively).
- **Year 5 Leads Key Subjects:** Strongest performance in Maths (59.1% Exp+) and Writing (50% Exp+) across key stages.
- **Year 2 Reading Achievement:** Year 2 records the highest reading attainment at 61.1% Expected+.
- **Year 1 Reading and Maths:** Year 1 shows the lowest attainment in Reading (25.0% Exp+) and has 0% of students performing "Above" in both Reading and Maths.
- **Year 2 Writing:** Writing attainment for Year 2 is notably low at 16.7% Exp+.
- **Year 4 Writing:** With 40.0% Exp+ and 0% "Above", writing in Year 4 lags behind other core subjects for that cohort.
- **"Above" Performance across cohorts:** There is a consistent lack of students performing "Above" expected levels in several areas (notably Reading in Years 1–3 and Writing in Years 1, 3, and 4), suggesting a need for stretch and challenge opportunities for high-attaining pupils in these specific groups - this will be focused on next year with the review of Pathways to read resources.

Reading Progress:

What is going well:

- **Exceptional progress in Year 1:** 92.86% of students are currently at or above their progress target, showing highly effective baseline development.
- **Strong performance in Year 2:** 71.43% of students are hitting their progress targets, maintaining a solid standard.
- **Positive momentum in Year 6:** 62.96% of students are at or above target, indicating good engagement with the curriculum.

Writing Progress:

What is going well:

- **Exceptional Year 1 Performance:** The Year 1 cohort is a clear standout, with 92.86% of students meeting or exceeding their writing progress targets.
- **Strong Gains in Year 5:** Year 5 shows high performance, with 78.95% of students at or above their progress target, indicating that current writing interventions are highly effective for this year group.
- **Solid Foundation in Year 2:** Nearly 69% (68.75%) of Year 2 students are hitting their progress targets, suggesting that core instruction is landing well for this cohort.

Maths Progress:

What is going well:

- **Exceptional Progress in Early Years:** Year 1 remains the strongest cohort, with 92.86% of students at or above their progress target.
- **Strong Senior Cohort Performance:** Years 5 and 6 are demonstrating high efficacy, with 88.89% and 85.19% of students, respectively, meeting or exceeding their progress targets.
- **Significant Year 6 Velocity:** Year 6 shows the highest "Progress from baseline" score (8.5), indicating a strong acceleration in learning outcomes for this group.