

Pupil premium strategy statement Eastover Primary School

This statement details our school's use of pupil premium (and recovery 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.

Within Somerset, Sedgemoor has the highest number of deprived neighbourhoods and Eastover is amongst the 50% most deprived neighbourhoods in the country.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	103 (26%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bev Alcock Headteacher
Pupil premium lead	Vivien Hamblin
Governor / Trustee lead	Sally Thomas Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680.00
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£169,680.00

Part A: Pupil premium strategy plan

Statement of intent

At Eastover Primary School it is the collective responsibility of all Governors and staff to:

- Ensure that all pupils, irrespective of their background or challenges make good academic progress.
- Ensure High quality teaching and learning to support disadvantaged pupils.
- Support staff development to ensure quality knowledge and expertise to address disadvantages to learning.
- Ensure that individuals receive a balance of opportunities to develop academically in and out of the classroom environment.
- Provide enrichment activities and opportunities for disadvantaged pupils, in order to support their holistic development and allow them to develop ambitions and motivation for academic success.

We aim to do this through:

- Early intervention for addressing gaps in learning.
- Investing in evidence-based strategies to improve attainment through academic interventions
- Develop positive attitudes towards learning, which has an advantageous impact upon academic attainment.
- Support families and pupils through the Parent Family Support Advisor and ensure they are signposted to the correct support.
- Having high expectation of all pupils giving them every opportunity to reach their full potential.
- Support children and families with activities, uniform, educational trips and residential visits.
- Effectively use diagnostic assessments to indicate areas for development and targeted support.
- Ensure that there is an effective monitoring system in place to measure the impact on every child.
- Promote the "Love of Reading" through the provision of books and reading interventions.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor language development
2	Narrow experiences of life outside school
3	Parental support and engagement
4	Attendance and punctuality
5	Behaviour and Wellbeing
6	Diversity – equipping children for life in modern Britain.

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>Quality Literacy interventions together with good teacher training and knowledge to be implemented to support improvement to reading across the school.</p> <p>Pupils to make expected progress in reading, writing and maths.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The progress of disadvantaged children measured against non-disadvantaged is level or increased taking in to account the starting points.</p>
<p>Ensure pupils have a broad range of life experiences outside school.</p>	<p>At least 95% of disadvantaged children will attend these events. This is done by financial support with trips, residential visits and other enrichment activities. After school activities will be monitored to ensure a broad range of children are attending all clubs. Some children will be targeted to attend clubs.</p> <p>Careers education to be inspired across the school.</p>
<p>Greater parental engagement with the school, to address concerns quickly and support parental learning and knowledge of their child's educational journey.</p>	<p>Parents will confidently engage with the school and become a contributing part of the school community. School easily contacted by email, phone and face to face.</p>

Attendance and punctuality to be improved across the school.	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>the percentage of disadvantaged pupils who are persistently absent being below 12%.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,307.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide specialist interventions	<p>Tracking children raising cause for concerns at weekly SLT meetings. Discussing at Pupil Progress Meeting termly. Introduce intervention targeted software to show impact.</p> <p>High quality teaching and targeted interventions are shown to raise the achievements of disadvantaged children. See EEF</p>	1, 4 & 6
To raise standards in Foundation Stage	<p>Additional support required within this year group to address the initial needs of some children.</p> <p>Pre-school visits and school entry plan meetings show children start school without the language development.</p> <p>Tracking children, review of School Entry Plans.</p>	1,2,3,4,5 & 6
ICT Development	<p>Better understanding of ICT from feedback from staff.</p> <p>ICT Co-ordinator to provide training for all staff and purchase additional resources to support learning in all year groups.</p> <p>Parental survey to support remote learning shows that parents were happy with the support provided.</p>	1,3 & 6

To fund specialist intervention Apprentice Teaching Assistants.	To ensure all PP children access interventions to bridge attainment gap Monitoring and assessment Ensure all PP children access interventions to bridge the attainment gap. Evidence shows greater language development for children who access a range of books at the correct challenge level.	1
Staff Training	Staff CPD evidenced through PM's Monitored and evidenced through targets set during PM. Staff training log, High quality teaching (see EEF) Enhance staff knowledge and skills on Metacognition. Whole School initiative.	1,2,3,4,5 & 6

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

Budgeted cost: £26,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist speech and language support.	Qualified support staff able to monitor and support children. High number of children raised as concerns from pre-school when joining school raised. Ongoing concerns following pandemic with existing children in school.	1
To provide specialist interventions for Yr 6/tutoring.	Children to be given every opportunity to attain national expectations in KS2 Pupil Tracking and monitoring.	1
To provide a teacher to oversee the progress of Bilingual children and celebrate the diversity within our school community	Raised standards for EAL children across the school. EAL whole school profile undertaken in September 2022 supported by Pupil Tracking and monitoring.	1,3 & 6
To improve standards in Maths	Purchase Doodle Maths subscription to provide weekly interventions for children. Training and development of staff. Training and Development of staff. Maths software intervention purchased and used weekly to increase progress.	1
To provide a specialist Reading intervention TA/apprentice	Ensure all children have RA near to chronological age. Ensure all PP children access interventions to bridge the attainment gap. Evidence shows	1

	<p>greater language development for children who access a range of books at the correct challenge level.</p> <p>Librarian/Reading Intervention Assistant role developed for Spring 2022 with specific focus to develop a love of reading across the school.</p>	
<p>Enhancing School Curriculum</p>	<p>Fund school trips and visitors. Swimming – enable children to learn life skill of swimming. Dance, Animations and Art workshops.</p> <p>School obtained gold Arts Mark; children have been able to work with a range of artists in different medias over a number of years. See Art installations around the school.</p> <p>Parents invited into school to view all the work that happens during these activities.</p>	<p>1,2 & 3</p>
<p>Academic Mentor</p>	<p>High quality teaching and targeted interventions are shown to raise the achievements of disadvantaged children. See EEF</p>	<p>1,4 & 6</p>

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

Budgeted cost: £ 45,901.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a Parent Family Support Advisor</p>	<p>To help engage with parents.</p> <p>Reports from safeguarding team and cause for concerns raised from staff. Parental self-referrals.</p> <p>Monitor parents accessing service. To look at social aspects of pupil development and help parents meet these needs. Help with signposting and day to day needs including uniform.</p> <p>Engage with parents to support good attendance at school. Gathering of soft data to learn what restricts a child from learning in the classroom.</p>	<p>2,3,4,5 & 6</p>
<p>Magic Breakfast scheme</p>	<p>Offering a 'Grab and go' breakfast for every child in school to help encourage those that really need the provision without stigma.</p> <p>Through staff surveys and pastoral understanding of our children.</p> <p>Monitor attendance and staff survey to be carried out following a year of the provision.</p>	<p>3,4,5 & 6</p>

School Counsellor	<p>Provide counselling for vulnerable children with professional.</p> <p>Parental referrals, SENDCo reports and safeguarding team.</p> <p>Wellbeing of children. Feedback from parents.</p> <p>CSRS (Child session rating scale) form to be used to see how they are feeling at start and end of sessions.</p>	3,4,5 & 6
Milk/Juice	<p>Milk offered to all children eligible.</p> <p>Supporting nutritional guidelines</p> <p>Registers of children receiving Milk kept.</p> <p>Fruit is offered free of charge to all children across the whole school.</p> <p>End Child Food Poverty</p> <p>https://foodfoundation.org.uk/sites/default/files/2021-10/END-CHILD-FOOD-POVERTY-DEBATE-BRIEFING.pdf</p>	3,4 & 5
Reading Resources	<p>Develop the love of reading.</p> <p>Parents and children reminded of importance of reading every night Resources and books purchased to encourage reading across the school.</p> <p>Monitoring of assessments to ensure all children reach at least age-related expectations. Book donations for swaps. Whole school initiative and children to be encouraged to use by use of rewards scheme.</p>	1,2 & 3
Swimming	<p>Through parent letter, children unable to swim required 25 metres competently, confidently and proficiently. Sessions in Year 6 during the Summer term to ensure that the maximum number of children can swim the required length before leaving primary school.</p>	6
School Uniform	<p>Ensure children are dressed in appropriate uniform and not stigmatised. School to assist with uniform to those eligible families.</p> <p>Children to receive a book bag on admission to school.</p> <p>Dfe School Uniform Guidance</p> <p>https://www.gov.uk/government/publications/school-uniform/school-uniforms</p>	3 & 4
Home Resources	<p>Ensure children have the provisions to continue learning at home, provision of books, equipment and book bags etc</p> <p>Learning loss during summer holidays. Continue enthusiasm for learning through holidays by provision of books, crafts, vouchers for days out.</p>	2 & 3
ICT Equipment	<p>Providing ICT equipment to ensure equal opportunities for all children in being able to access ICT technology to enhance their learning.</p>	1,2,3,4,5& 6
Attendance	<p>Develop and maintain a whole school culture that promotes the benefits of high attendance. Build strong relationships with families, listen to and</p>	3,4 & 5

	<p>understand barriers to attendance and to work with families to remove them.</p> <p>Engage pupils to understand the importance of attendance at school through Attendance target days where the aim would be to get the whole school in, on time and ready to learn.</p> <p>Wake and Shake - Target days – linked to updated DfE Attendance guidance – ABIE</p>	
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Total budgeted cost: £ 167,408.00

Part B: Review of the previous academic year 2024 – 2025

Outcomes for disadvantaged pupils

Attendance

Our average attendance for PP children compared to non-PP children

PP 90.4% Non-PP 94.7% 2025 - 2024

PP 90.9% Non-PP 94.1% 2024 – 2023

PP 91.6% Non-PP 92.9% 2023 – 2022

Over the last three academic years, there has been a consistent gap in attendance between Pupil Premium (PP) and non-PP pupils, averaging **2.93%**. While PP attendance has remained relatively stable, non-PP attendance peaked in 2024/2025 before declining in 2025/2026, slightly narrowing the gap.

Next Steps

- Continue half-termly meetings with PFSA and the attendance lead.
- Maintain focus on identified pupils with persistent absence and lateness.
- Implement targeted interventions to reduce the attendance gap further.

We will continue to review our attendance and punctuality strategy half termly to ensure it continues to meet the needs of our families.

The **DfE: Attendance reports using similar schools** enables us to compare attendance with similar schools. Targets have been set for individual schools to make an annual increase of 0.5%, currently we are above the set target at 94.2%.

Attainment

Academic Year	Reading	Writing	Maths	Combined
2024 - 2025	61%	56%	78%	50%
2023 - 2024	74%	57%	87%	52%
2022 - 2023	60%	65%	75%	45%

Our end of key stage statutory assessments 2024 - 2025 indicates the performance of disadvantaged pupils is broadly in line with National, however, there remains a significant gap between our pupil premium attainment compared to non-disadvantaged pupils Nationally. We will continue to work hard to accelerate

progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice across all year groups using the EEF toolkit to support targeted interventions.

EYFS EOY Data

Pupil Premium Children - 25% of PP children achieved GLD.

Non-Pupil Premium Children - 74% of Non-PP children achieved GLD.

Next Steps:

- ensure strong provision across all areas of foundation stage curriculum
- Prioritise high quality interactions
- Targeted interventions to close gaps in language, communication, and early literacy
- Continuous assessment to support early identification of individual needs
- Parental engagement

Our provision is designed to ensure Pupil Premium children make strong progress across all areas of the Early Years Foundation Stage. We continue to prioritize high-quality interactions, targeted interventions, and inclusive teaching strategies to close gaps in language, communication, and early literacy. Through continuous assessment, we identify individual needs early and provide tailored support, including small-group work, speech and language activities, and enhanced parental engagement.

Phonics screening

57% of PP children achieved the expected pass mark. Additional targeted phonics will be put in place for next academic year.

Impact of Targeted Maths Interventions

78% of pupils are meeting Age-Related Expectations (ARE) The small group interventions and 1:1 tutoring, have had a particularly positive impact on the confidence levels of our PP children, helping to close attainment gaps.

Next Steps:

- Continue implementing targeted maths interventions and tutoring as part of the school improvement strategy, with ongoing monitoring to ensure sustained progress.

Breakfast club

Breakfast club supports identified families resulting in a reduction in lateness and absence in some cases. We will continue to monitor this and offer any further support to families in need. 31% of pupils who attend breakfast club are in receipt of PP.

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