**Pupil premium strategy statement**

*Before completing this template, you should read the guidance on using pupil premium.*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 | Earsham Primary |
| Number of pupils in school | 82 (based on academic year 2024/2025) |
| Proportion (%) of pupil premium eligible pupils | 18% (based on academic year 2024/2025) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Heather Brand |
| Pupil premium lead | Maria Adcock |
| Governor / Trustee lead | |

**Funding overview**

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £19695 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19695 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

At Earsham Primary School we want all children to have the best educational opportunities and to achieve to the best of their potential. We want all children to make expected progress in reading, writing and maths. We believe in offering the same opportunities to all children and this includes our extra-curricular activities and visits that enhance the learning experience.

Our ultimate objectives for disadvantaged pupils are:

- To make expected progress in reading, writing and maths
- To narrow the attainment gap
- To fully embrace the whole curriculum offer, with funding support for extra-curricular activities

We aim to meet these objectives in the following ways:

- Ensure children have quality first teaching that is scaffolded to support children where necessary
- Ensure appropriate scaffolding and interventions are in place to support children's learning and help to close the gaps in their knowledge.
- Thorough question level analysis of assessments to ensure we are targeting the correct gaps.
- Supporting families with payments to extra-curricular clubs and enrichment where needed

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Poor engagement with reading for pleasure, especially at home |
| 2 | Poor vocabulary – expressive and receptive |
| 3 | Academic progress may be slower for disadvantaged pupils |
| 4 | Some of our pupil premium children do not have the varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary is limited |
| 5 | |

## 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 |
|---|---|
| To improve engagement with reading for pleasure. | Children will engage with Kingfisher Reading Wings – our weekly class reward for reading at home.<br>Parents will be more aware of the importance of reading at home and sharing books together. |
| For children to be able to express themselves clearly and use a wider range of vocabulary. | Children will be able to express themselves and make themselves understood. |
| For PP children to have access to extra-curricular activities and visits to enhance learning | PP children will take up opportunities with extra-curricular activities and attend visits and residential. |
| For disadvantage children to make good progress from their starting points | Children will have made progress from their starting points |

**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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments. | EEF states that:<br>Small group tuition has an average impact of four months' additional progress over the course of a year.<br>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. | 1, 2, 3 |
| Read Write Inc. synthetic phonics programme | Education Endowment Foundation (EEF) Phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.<br>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. | 1, 2, 3 |
| Sharing afternoons with parents with a reading focus to support parents in how we teach reading and comprehension to enable them to support their child within the home. | EEF Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. | 1,2, 3, 4 |

| | | |
|---|---|---|
| Use of Ed Shed for the specific teaching of spelling | Ed Shed says spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for students and easy for teachers to implement. Our approach follows the Science of Reading | 3 |
| Implementation of Zones of Regulation across the school | EEF states that metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion. | 3 |

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

Budgeted cost: £8695

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Small group support Reading and maths additional intervention Investment in TA provision enables targeted support, for example, pre teaching and specific interventions to take place | EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) | 1,2,3 |
| Wellcomm assessment package and intervention | *EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas. | 2, 3, 4 |
| Literacy Gold to support and improve spelling | Literacy Gold is an evidence-based programme to help pupils progress with spelling and reading | 1, 2, 3 |
| RWI fast track tutoring | *EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on | 3 |

| | | |
|---|---|---|
| | average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas. | |
| Precision Teaching for reading and spelling | *EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas. | 1, 2, 3 |

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

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To support children to attend extra-curricular clubs and visits to enhance learning School pays 50% of a club and visit each half term. | EEF – sports participation increases educational engagement and attainment.<br><br>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 4 |
| Contingency fund for any issues that may arise during the course of the year. | Based on previous experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

**Total budgeted cost: £ 19695**

**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 2024 to 2025 academic year.

*The table below compares our school to the national PiXl results and shows the difference between the two.*

| Subject/Paper | Year 5 PiXL | Year 5 School | Year 5 Difference | Year 4 PiXL | Year 4 School | Year 4 Difference | Year 3 PiXL | Year 3 School | Year 3 Difference | Year 1 PiXL | Year 1 School | Year 1 Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 59% | 48% | -11.4% | 57% | 48% | -9.4% | 58% | 59% | 0.6% | 56.4% | 85.0% | 28.6% |
| Reading Paper 2 | | | | | | | | | | | | |
| GPS | 55% | 39% | -16.5% | 56% | 48% | -8.1% | 61% | 54% | -6.5% | | | |
| G & P | 55% | 40% | -14.7% | 55% | 48% | -6.9% | 60% | 52% | -7.6% | | | |
| Spelling | 56% | 35% | -21.1% | 58% | 48% | -10.5% | 61% | 57% | -4.5% | | | |
| Maths | 52% | 41% | -11.8% | 55% | 57% | 2.1% | 51% | 44% | -6.8% | 63.0% | 74.0% | 11.0% |
| Paper 1 | 63% | 48% | -14.7% | 70% | 67% | -2.6% | 58% | 45% | -12.7% | 58.7% | 74.0% | 15.3% |
| Paper 2 | 46% | 37% | -8.8% | 49% | 51% | 2.1% | 43% | 43% | 0.1% | | | |
| Paper 3 | 48% | 36% | -11.5% | 43% | 51% | 8.2% | | | | | | |
| Average | 56% | 42% | -13.2% | 56% | 51% | -5.1% | 57% | 52% | -4.2% | 59.7% | 79.5% | 19.8% |

**Disadvantaged attainment on its own**

**Pupil Premium Data Report 2024-2025**
**Blue text = Spring term notes**
**Purple text – Summer Term**

| Year 6 | Reading | Writing | Maths | Combined |
|---|---|---|---|---|

| | Exp | GD | Exp | GD | Exp | GD | Exp | GD |
|---|---|---|---|---|---|---|---|---|
| National % 2024 | 74% | | 72% | | 73% | | 61% | |
| National PP % 2024 | 64% | | 60% | | 61% | | 47% | |
| Autumn Term 1 child | 0% | | 0% | | 100% | | 0% | |
| Spring Term 1 child | O% | | )% | | )% | | )% | |
| Summer Term 1 child | )% | | )% | | )% | | )% | |
| Difference to PP 2024 | -64% | | -60% | | -61% | | -47% | |
| Notes | 1 child in Year group PP makes statistical comparisons difficult.<br>Slight progress seen in Reading and SPAG PIXL assessments so far this year. | | | | | | | |

| Year 2 | Reading | | Writing | | Maths | | Combined | |
|---|---|---|---|---|---|---|---|---|
| | Exp | GD | Exp | GD | Exp | GD | Exp | GD |
| National % 2024 | 68 | 19 | 60 | 8 | 71 | 16 | 56 | 6 |
| National PP % 2024 | 54 | | 44 | | 56 | | | |
| Autumn Term 4 chn | 50% | | 25% | | 50% | | 25% | |
| Spring Term 6 chn | 50% | | 33% | | 50% | | 33% | |
| Summer Term 6 chn | 67% | | 33% | | 66% | | 33% | |
| Difference to PP 2024 | +13% | | -19% | | +10% | | -23% | |
| Notes | One child has had application for EHCP. | | | | | | | |

| | | R – Exp | R – GD | W – Exp | W – GD | M – Exp | M – GD | C – Exp | C - GD |
|---|---|---|---|---|---|---|---|---|---|
| | National % 2024 | 74% | | 72% | | 73% | | 61% | |
| Year 5 | National PP % 2024 | 64% | | 60% | | 61% | | 47% | |
| | Autumn term 2 chn | 0% | | 0% | | 50% | | 0% | |
| | Spring Term 2 chn | )% | | )% | | )% | | )% | |
| | Summer Term 2 chn | )% | | )% | | )% | | )% | |
| | Difference | -64% | | -60% | | -61% | | -47% | |
| Notes:<br>2 children in Year group PP makes statistical comparisons difficult.<br>Both children have faced significant events that have impacted learning, | | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | National % 2024 | 74% | | 72% | | 73% | | 61% |
| Year 4 | National PP % 2024 | 64% | | 60% | | 61% | | 47% |
| | Autumn term 1 child | 100% | | 100% | | 100% | | 100% |
| | Spring Term 1 child | 100% | | 100% | | 100% | | 100% |
| | Summer Term 1 child | 100% | | 100% | | 100% | | 100% |
| | Difference to PP 2024 | +36% | | +40% | | +39% | | +53% |
| | | | | | | | | |
| Notes: 1 child in Year group PP makes statistical comparisons difficult.<br>Strong progress in mathematics for this child since Year 3. | | | | | | | | |
| | National % 2024 | 74% | | 72% | | 73% | | 61% |
| Year 3 | National PP % 2024 | 64% | | 60% | | 61% | | 47% |
| | Autumn term 3 chn | 33% | | 0% | | 33% | | 0% |
| | Spring Term 3 chn | 33% | | )% | | 33% | | )% |
| | Summer term 3 chn | 33% | | )% | | 33% | | )% |
| | Difference to PP 2024 | -31% | | -60% | | -28% | | -47% |
| Notes: Two children joined our school in September and there were attendance issues at their last school so lots of gaps in learning . Since joining us attendance has not been an issue. There is also an FSP currently running for this family, so lots happening at home. | | | | | | | | |
| | National % 2023 | 68 | 19 | 60 | 8 | 71 | 16 | 56 |
| Year 1 | National PP % 2023 | 54 | | 44 | | 56 | 54 | |
| | Autumn term 2 chn | 50% | | 0% | | 50% | | 0% |
| | Spring Term 2 child | 50% | | 50% | | 50% | | 50% |
| | Summer Term 1 child | 100% | | )% | | 100% | | )% |
| | Difference to PP 2024 | -4% | | -44% | | +44% | | -56% |
| Notes: This child joined our school in September and there were attendance issues at their last school so lots of gaps in learning. Since joining us attendance has not been an issue. There is also an FSP currently running for this family, so lots happening at home. | | | | | | | | |

| EYFS | | GLD | Notes |
|---|---|---|---|
| | National % 2024 | 67.7% | Identified as a key marginal and to be monitored/supported. |
| | National PP % 2024 | | |
| | Autumn Term 1 child | 0% | |
| | Spring Term | )% | |
| | Summer Term | )% | |
| | Difference to PP 2024 | -67.7% | |

**Teaching and learning**

Our year 6 SATS results showed 73% of children were at expected standard in reading, writing and maths. We have seen improvements in the cohorts throughout the year as a result of quality first teaching and the careful analysis of assessments to ensure when we use interventions we are targeting the specific gaps for those children. For some children we may not see progress when we just look at whether they are working at age-related expectations but we see progress in the number of marks they get correct in assessment or in our teacher observations within lessons. This academic year we have used CPD to discuss how to analyse the data and filter the spreadsheet's following assessments to ensure we are targeting the correct gaps. With regards to our disadvantaged data we again have very small numbers in cohorts when comparing to the national data. From monitoring that has taken place over the academic year, we have seen evidence of the progress children have made from their starting points. We have carefully planned staff CPD throughout the year, which in turn has meant we have quality first teaching in every class and the records of interventions for each class has shown an impact on learning. At pupil progress meetings, staff are able to confidently talk about their class and where progress has been made, they can also identify where the gaps are and what they are doing about those gaps.

**Targeted Support**

For some children we may not see progress when we just look at whether they are working at age-related expectations but we see progress in the number of marks they get correct in assessment or in our teacher observations within lessons. Children made good progress across the curriculum, evidenced through use of low stakes quizzes at key points and use of other assessment tools. Pupils were able to speak confidently about the knowledge they had learnt and demonstrate this in the work that they produced.

Clicker 8 has been used successfully to support children with their writing and has enabled them to produce some quality writing. Our RWI fast track tutoring is seeing success, we saw a 100% pass rate in phonics this year.

**Wider Strategies**

A range of experiences were offered to all children, with excellent engagement in clubs offered each day. We have after school clubs each day offering a variety of experiences including art, drama and sport that are offered to all children and we will support those disadvantaged to attend these.
All children took part in our residential trips at KS2 and those disadvantaged were given support financially. The children were able to build their social skills by working with other children.
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