Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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.

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	64 (based on academic year 2025/2026)
Proportion (%) of pupil premium eligible pupils	20% (based on academic year 2025/2026)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Heather Brand
Pupil premium lead	Maria Adcock
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£17050

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. 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: Small group tuition has an average impact of four months' additional progress over the course of a year. 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. 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: £5050

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: £2000

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. 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 2025 to 2026 academic year.

Year 6	*Reading*		*Writing*		*Maths*		*Combined*	
	Exp	*GD*	*Exp*	*GD*	*Exp*	*GD*	*Exp*	*GD*
National % 2025	*75%*		*72%*		*72%*		*62%*	
National PP % 2025	*63%*		*59%*		*59%*		*47%*	
Autumn Term 1 child	*0%*		*0%*		*0%*		*0%*	
Spring Term - 1 child	*0%*		*0%*		*0%*		*0%*	

Summer Term 1 child	*0%*		*100%*		*0%*		*0%*		
Difference to PP	*-63%*		*-59%*		*-59%*		*-47%*		

		R – Exp	R – GD	W – Exp	W – GD	M – Exp	M – GD	C – Exp	C - GD
	National % 2025	75%		72%		74%		62%	
Year 4	National PP % 2025	63%		59%		61%		47%	
	Autumn term 3 children	0%		0%		33%		0%	
	Spring Term 4 children	50		25		25		25	
	Summer Term 4 chn	25%	25%	50%		25%	25%	0%	
	Difference to PP	-38%		-9%		-36%		-47%	

	National % 2025	75%		72%		74%		62%
Year 3	National PP % 2025	63%		59%		61%		47%

	Autumn children 6 chn	33%		33%		33%		17%
	Spring Term 6 chn	33		33		33		0
	Summer Term 6 chn	33%		33%		50%		0%
	Difference to PP	-30%		-23%		-11%		-30%

	National % 2023	68%	19%	60%	8%	71%	16%	56%
Year 2	National PP % 2023	54%		44%		56%	54%	
	Autumn term 1 child	100%		0%		100%		0%
	Spring Term 1 child	100		0		0		0
	Summer term 1 child	0		0		0		0
	Difference to PP	-54%		-44%		-56%		-56%

	National % 2023	68%	19%	60%	8%	71%	16%	56%
Year 1	National PP % 2023	54%		44%		56%	54%	
	Autumn term 1 child	100%		0%		0%		0%

	Spring Term 2 chn	50		0		0		0
	Summer Term 1 child	0%		0%		0		
	Difference to PP	-54%		-44%		-56%		-56%

Teaching and learning

In 2025/2026 we had 50% reach the combined measure of reading, writing and maths. 50% reached expected standard in maths at the end of Key Stage 2, 67% in reading and 83% in writing. We had 1 child in Year 6 that were disadvantaged.They have made good progress. 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. 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. Staff have carefully used the question level analysis data from our Pixl assessments to ensure they have a clear picture of where children are and then plan for the gaps they have in their learning. 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. We have looked at adaptive teaching this year and how we adapt our curriculum for those who are disadvantaged and this has helped staff to see how much we already do for these children but also what else they can do.

Targeted Support

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.
Our RWI fast track tutoring is seeing success and progress.

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 that are offered to all children and we will support those disadvantaged to attend these.

All children took part in our residential trip at KS2 and those disadvantaged were given support financially. The children were able to build their social skills by working with other children. The children that didn't take part was due to their personal preference in not wanting to attend rather than anything else.