



## Great Easton C of E VA Primary School

### Pupil premium strategy statement 2025-6

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 outcomes for disadvantaged pupils last academic year.

#### Our School Vision:

*We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.*

*'Let all that you do be done in love'. (1 Corinthians 16:14)*

*Love of learning, life and living.*

*Associated values: Courage, Compassion, Forgiveness and Joy.*

#### School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	12% (18 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2026-2029
Date this statement was published	20 <sup>th</sup> December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Jackman (Head)
Pupil premium lead	Claire Jackman (Head)
Governor / Trustee lead	Olivia Smith



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,005.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,005.00



## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

At Great Easton Primary School, our ultimate objective is that **disadvantaged pupils achieve well academically, develop confidence and resilience, and leave primary school fully prepared for the next stage of their education**. We are ambitious for all disadvantaged pupils, including those who are already high attainers, and expect them to make strong progress from their individual starting points.

We aim to:

- Ensure disadvantaged pupils achieve **at least in line with their peers**, with gaps in attainment and progress diminishing over time
- Secure **high levels of engagement, attendance and positive behaviour**, enabling pupils to access learning consistently
- Develop pupils' **wellbeing, self-belief and aspirations**, recognising the importance of wider outcomes alongside academic success
- Remove barriers to learning so that disadvantage does not limit pupils' access to a rich, ambitious curriculum

These objectives reflect our belief that education has a **transformative role in improving life chances**, and that equity of provision is essential to securing excellence for all.

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### How does your current pupil premium strategy plan work towards achieving those objectives?

Our Pupil Premium strategy is deliberately focused on addressing the **most significant barriers** to learning faced by disadvantaged pupils in our school. It is rooted in a **tiered approach**, aligned with DfE guidance and evidence from the Education Endowment Fund (EEF):

- **High-quality teaching** is prioritised as the most effective way to improve outcomes. Teaching is inclusive, responsive and ambitious, with disadvantaged pupils supported and challenged within the classroom.
- **Targeted academic support** is provided through carefully chosen interventions informed by assessment. These are monitored closely to ensure they accelerate progress and close gaps.
- **Wider strategies** address non-academic barriers such as attendance, emotional wellbeing and family circumstances, recognising that pupils must be ready to learn in order to succeed.

The strategy is informed by evidence, including EEF research and the work of **Marc Rowland**, with a strong emphasis on relational practice and strategic leadership of disadvantage. Our participation in **Essex Disadvantaged Champion training** supports staff in maintaining a consistent, informed and reflective approach. Progress, attainment and wider outcomes are tracked systematically, enabling leaders to evaluate impact and adapt provision where necessary. This ensures funding is used



effectively and remains sharply focused on improving outcomes for disadvantaged pupils.

### What are the key principles of your strategy plan?

Our Pupil Premium strategy is underpinned by the following key principles:

- **High expectations:** Disadvantaged pupils are challenged and supported to achieve ambitious outcomes
- **Whole-school responsibility:** All staff are accountable for the progress, wellbeing and success of disadvantaged pupils
- **Evidence-informed practice:** Decisions are based on research, professional development and careful evaluation
- **Early identification and intervention:** Needs are identified promptly and addressed before gaps widen
- **Equity of provision:** Support is matched to need, recognising that disadvantage can be complex and cumulative
- **Strong relationships:** Positive relationships with pupils and families are central to removing barriers to learning
- **Continuous evaluation:** Strategies are regularly reviewed to ensure they are having the intended impact

Through these principles, we ensure that our Pupil Premium strategy is **coherent, responsive and impactful**, securing improved outcomes for disadvantaged pupils while strengthening provision for all.

### Challenges

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

Challenge number	Detail of challenge
1	Some pupils start school with limited speech, language and conversational skills.
2	Some pupils have been identified as not making good progress.
3	Some pupils have social and emotional difficulties and struggle to form positive peer relationships.



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4	Some pupils have difficulty regulating emotionally and physically which can affect learning, behaviour and friendships.
5	Some children have ongoing emotional and wellbeing issues as a result of experiences outside of school.
6	Some pupils have poor attendance and/or readiness to learn.

### 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><b>1. Enhanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will demonstrate improved speech and language abilities through targeted interventions, resulting in increased participation in class discussions and peer interactions. Assessment tools will be employed to measure progress in vocabulary acquisition and conversational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will demonstrate the ability to express their needs and thoughts using age-appropriate vocabulary.</li> <li>Pupils will engage in structured conversations, initiating and responding to dialogue with peers and adults.</li> <li>Pupils will utilise visual aids and other supportive resources to enhance communication effectiveness.</li> </ul>
<p><b>2. Academic Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Pupils identified as not making adequate progress will receive tailored support plans that include regular monitoring of academic performance. By the end of the academic year, at least 75% of these pupils will show measurable improvement in their core subjects, as evidenced by standardised assessments and teacher evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will show measurable improvement in academic performance, as evidenced by standardised assessments and teacher observations.</li> <li>Pupils will actively participate in targeted interventions and demonstrate increased engagement in learning activities.</li> </ul>



<p><b>3. Social Skills Development</b></p> <ul style="list-style-type: none"> <li>● Pupils experiencing social and emotional difficulties will engage in structured social skills training programmes. By the conclusion of the intervention, participants will demonstrate enhanced abilities to form positive peer relationships, as measured by peer feedback and teacher observations.</li> </ul> <p><b>Emotional Regulation Strategies</b></p> <ul style="list-style-type: none"> <li>● Pupils with difficulties in emotional and physical regulation will be introduced to self-regulation techniques, including mindfulness, breathing and coping strategies. Success will be evaluated through behavioural assessments, with a target of reducing incidents of disruptive behaviour by 50% over the academic year.</li> </ul> <p><b>Support for Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>● For pupils facing ongoing emotional and wellbeing issues, a comprehensive support framework will be established, incorporating counselling services and parental engagement. Outcomes will include a 30% reduction in reported emotional distress, as indicated by pupil surveys and feedback from support staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will demonstrate the ability to identify and articulate their emotions in various social contexts.</li> <li>● Pupils will engage in cooperative play and group activities, demonstrating positive interactions with peers.</li> <li>● Pupils will develop and implement strategies for conflict resolution and emotional regulation during peer interactions.</li> <li>● Pupils will identify triggers that lead to emotional dysregulation and articulate coping strategies.</li> <li>● Pupils will demonstrate improved self-regulation skills, evidenced by a decrease in disruptive behaviours during lessons.</li> <li>● Pupils will engage in mindfulness or relaxation techniques to manage stress and anxiety effectively.</li> <li>● Pupils will participate in regular check-ins with a designated staff member to discuss emotional wellbeing.</li> <li>● Pupils will access appropriate support services, such as counselling or art therapy and demonstrate a willingness to engage in therapeutic activities.</li> <li>● Pupils will show progress in emotional resilience, as evidenced by their ability to cope with challenges and setbacks.</li> </ul>
<p><b>4. Improved Attendance and Readiness to Learn</b></p> <ul style="list-style-type: none"> <li>● Strategies to enhance attendance and readiness to learn will be implemented, including personalised attendance plans and incentives for consistent attendance. The goal is to achieve an attendance rate of at</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will achieve a minimum attendance rate of 95% over a specified term.</li> <li>● Pupils will arrive at school prepared for learning and a positive mindset.</li> <li>● Pupils will demonstrate an understanding of the importance of</li> </ul>



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least 95% for targeted pupils, alongside improved engagement in classroom activities.	regular attendance and its impact on their academic success.
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### Activity in this academic year

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

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,000

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

Budgeted cost: £18,505

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

Budgeted cost: £5,500

### Total budgeted cost: £ 33,005.00

Challenge	Tier 1: High-quality teaching	Tier 2: Targeted academic support	Tier 3: Wider strategies
Oral language skills	<p><b>Approach:</b> Implement a structured oral language programme, such as the Language for Life initiative.</p> <p><b>Evidence:</b> Research from the EEF indicates that structured oral language interventions can significantly improve language skills in primary-aged children.</p> <p><b>Implementation:</b> Train teachers to deliver the programme effectively, integrate it into daily lessons, and provide</p>	<p><b>Approach:</b> Provide small group interventions focusing on language development, such as the Nuffield Early Language Intervention (NELI).</p> <p><b>Evidence:</b> EEF research shows that NELI can lead to significant improvements in early language skills.</p> <p><b>Implementation:</b> Identify pupils needing support, train teaching assistants to deliver</p>	<p><b>Approach:</b> Create a language-rich environment through storytelling sessions and drama activities.</p> <p><b>Evidence:</b> EEF highlights the importance of rich language experiences in developing oral skills.</p> <p><b>Implementation:</b> Organise weekly storytelling workshops with older KS2 pupils.</p> <p><b>Impact:</b> Increased engagement and improved oral language skills.</p>



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	<p>resources for practice.  <b>Impact:</b> Improved vocabulary and communication skills, leading to better academic performance.  <b>Monitoring:</b> Assess progress through standardised language assessments and regular formative assessments.</p>	<p>the programme, and schedule regular sessions.  <b>Impact:</b> Enhanced language skills and confidence in communication.  <b>Monitoring:</b> Track progress using pre- and post-intervention assessments.</p>	<p><b>Monitoring:</b> Gather feedback from participants and assess language development through observations.</p>
Social and emotional difficulties	<p><b>Approach:</b> Implement the Hamish and Milo programme to support emotional literacy and resilience.  <b>Evidence:</b> The programme has shown effectiveness in improving emotional understanding and peer interactions among children.  <b>Implementation:</b> Train staff to deliver the programme, integrate it into the curriculum, and provide resources for follow-up activities.  <b>Impact:</b> Enhanced emotional literacy and reduced incidents of emotional distress.  <b>Monitoring:</b> Use pre- and post-programme assessments to measure emotional understanding and behaviour changes.</p>	<p><b>Approach:</b> Implement targeted support groups for pupils with social and emotional difficulties.  <b>Evidence:</b> Research shows that small group interventions can effectively address social skills deficits.  <b>Implementation:</b> Identify pupils for support, schedule regular sessions led by trained staff, and focus on specific social skills.  <b>Impact:</b> Enhanced social skills and improved peer relationships.  <b>Monitoring:</b> Evaluate progress through social skills assessments and feedback from participants.</p>	<p><b>Approach:</b> Establish a counselling service to provide emotional support and guidance for pupils.  <b>Evidence:</b> Research indicates that counselling can improve emotional wellbeing and academic performance among students.  <b>Implementation:</b> Employ a trained counsellor, ensure confidentiality, and promote the service to pupils and parents.  <b>Impact:</b> Increased emotional resilience and improved academic outcomes.  <b>Monitoring:</b> Collect feedback from counselling sessions and track changes in academic performance and behaviour.</p>
Challenge	<b>Tier 1: High-quality teaching</b>	<b>Tier 2: Targeted academic support</b>	<b>Tier 3: Wider strategies</b>



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<p>Social and emotional difficulties continued</p>	<p>Approach: Implement School Breathe.  Evidence: Research from the EEF indicates that such programmes can improve pupils' emotional regulation and behaviour, leading to better academic outcomes.  Implementation: Train staff on strategies, integrate into daily lessons, and create a safe space for practice.  Impact: Improved emotional regulation, reduced behavioural incidents, and enhanced peer relationships.  Monitoring: Use behaviour logs and pupil feedback surveys.</p>	<p>Approach: Provide targeted emotional support through trained school counsellors.  Evidence: EEF research shows that counselling can lead to significant improvements in emotional wellbeing and academic performance for pupils facing emotional challenges.  Implementation: Employ a qualified counsellor, schedule regular sessions for identified pupils, and promote the service within the school.  Impact: Enhanced emotional wellbeing, improved attendance, and increased engagement in learning.  Monitoring: Track attendance records, academic progress, and pupil wellbeing surveys pre- and post-intervention.</p>	
<p>Emotional regulation</p>	<p>Approach: Integrate mindfulness practices into the school day.  Evidence: EEF research suggests that mindfulness can help improve emotional regulation and reduce anxiety, leading to better focus and learning outcomes.  Implementation: Train staff in mindfulness techniques, incorporate</p>	<p>Approach: Implement small group interventions focusing on emotional literacy.  Evidence: EEF studies indicate that small group interventions can effectively support pupils with emotional and social difficulties.  Implementation: Identify pupils in need, create small groups led by trained staff, and</p>	<p>Approach: Develop a programme to support parents with their children's emotional wellbeing.  Evidence: Research shows that parental involvement can significantly impact children's emotional and academic outcomes.  Implementation: Organise workshops and support sessions for</p>



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	<p>short mindfulness sessions into the daily routine, and provide resources for pupils.  <b>Impact:</b> Improved emotional resilience, reduced anxiety levels, and enhanced focus during lessons.  <b>Monitoring:</b> Use pupil surveys, focus groups, and academic performance data to assess the impact of mindfulness practices.</p>	<p>develop a structured intervention programme.  <b>Impact:</b> Enhanced emotional understanding, improved relationships with peers, and better classroom behaviour.  <b>Monitoring:</b> Evaluate progress through pre- and post-intervention assessments and feedback from pupils and teachers.</p>	<p>parents, provide resources on emotional wellbeing, and encourage regular communication between home and school.  <b>Impact:</b> Increased parental engagement, improved pupil emotional wellbeing, and enhanced support networks for families.  <b>Monitoring:</b> Track attendance at workshops, gather feedback from parents, and assess changes in pupil wellbeing indicators.</p>
<p>Some children have ongoing emotional and wellbeing issues as a result of experiences outside of school.</p>	<p><b>Approach:</b> Provide training for teachers on trauma-informed practices.  <b>Evidence:</b> EEF research indicates that understanding trauma can help educators support pupils more effectively, leading to improved behaviour and learning outcomes.  <b>Implementation:</b> Organise professional development sessions for staff, create resources on trauma-informed approaches, and promote a supportive school culture.  <b>Impact:</b> Increased staff awareness of trauma effects, improved pupil behaviour, and enhanced learning environments.  <b>Monitoring:</b> Use</p>		<p><b>Approach:</b> Create after-school enrichment programmes to support social and emotional development.  <b>Evidence:</b> EEF research indicates that extracurricular activities can enhance social skills and emotional wellbeing.  <b>Implementation:</b> Design a variety of clubs and activities, promote them to pupils and families, and ensure accessibility for all.  <b>Impact:</b> Increased pupil participation, improved social skills, and enhanced emotional resilience.  <b>Monitoring:</b> Monitor participation rates, gather feedback from pupils, and assess changes in</p>



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	behaviour incident reports, staff surveys, and pupil feedback to evaluate the effectiveness of training.		social-emotional outcomes.
		<p>Approach: Offer targeted attendance support through mentoring.</p> <p>Evidence: EEF findings suggest that mentoring can improve attendance and engagement, particularly for disadvantaged pupils.</p> <p>Implementation: Assign mentors to pupils with poor attendance, set attendance goals, and provide regular check-ins.</p> <p>Impact: Improved attendance rates, increased engagement in lessons, and strengthened mentor-pupil relationships.</p> <p>Monitoring: Track attendance data, monitor engagement levels, and gather feedback from mentors and pupils.</p>	<p>Approach: Provide Breakfast Club spaces to improve attendance and readiness to learn.</p> <p>Evidence: EEF research highlights that breakfast clubs can positively impact attendance and academic performance, particularly for disadvantaged pupils.</p> <p>Implementation: Promote Breakfast Club to families, and ensure it is accessible for all pupils.</p> <p>Impact: Increased attendance rates, improved punctuality, and better engagement in morning lessons.</p> <p>Monitoring: Monitor attendance data, punctuality records, and gather feedback from parents and pupils regarding the club's effectiveness.</p>



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the previous academic year, we conducted a thorough analysis of the performance of our school's disadvantaged pupils, utilising national assessment data alongside our internal summative and formative assessments. Throughout the year, educators consistently reviewed a 'Barrier Plan' to ensure that disadvantaged pupils received comprehensive support, encompassing both academic interventions and social-emotional assistance, thereby facilitating an environment in which all children can thrive.

The data collected in relation to phonics, reading, writing, and mathematics indicated a notable improvement in attainment among disadvantaged pupils, as well as increased engagement in lessons and with SMART learning initiatives at home. It is noteworthy that 50% of our disadvantaged pupils are also registered on our Special Educational Needs and Disabilities (SEND) register, while 41% have transitioned to our school from other institutions post-reception. Furthermore, 38% of our disadvantaged pupils are identified as High Potential Learners, actively participating in initiatives such as School Parliament, School Improvement Ambassadors, and the Multischools Council.

To effectively gauge the performance of our disadvantaged pupils, we compared their results with those of disadvantaged and non-disadvantaged pupils at both national and local levels, as well as with the outcomes achieved by our non-disadvantaged pupils.

At the conclusion of Year 6, of the six children assessed, five were also on the SEND register. One child, who possesses an Education, Health and Care Plan (EHCP), achieved the expected standard in one of the five areas, while three children met the expected standard in three areas, and two children achieved four out of five areas.

Our commitment to delivering an enriched curriculum has been unwavering, incorporating collaborative learning opportunities both within and beyond the classroom. Our Courageous Curriculum is designed to provide real-world learning experiences, focusing on career exploration and fostering an understanding of how individuals can contribute to making the world a better place. Additionally, we use Philosophy for Children (P4C) to promote discussion, reasoning, and debate skills among our pupils.

Aligned with national evidence and research conducted in Essex, our assessments and observations have revealed that social, emotional, and mental health issues disproportionately affect disadvantaged pupils. Consequently, we have utilised pupil premium funding to provide well-being support for all pupils, implementing targeted interventions where necessary. The success of this approach is evident in the happiness and academic progress demonstrated by our disadvantaged pupils.

Personalised learning mentoring and counselling sessions have significantly enhanced pupils' self-esteem and overall well-being, resulting in happier children who are better equipped to engage with their learning.

We have ensured equal access to funded activities, including a five-day summer school provision for each disadvantaged child, complimentary places at breakfast and KidsClub, as well as free access to an after-school club of their choice. This initiative has significantly improved participation in wider enrichment opportunities, making them accessible to all.



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Support for costs associated with the Isle of Wight residential trip for Year 6 and the Danbury residential for Year 5 has enabled children to partake in these vital experiences.

The attendance rate for our pupil premium children was recorded at 89.98%, which ensures that our pupils are present and able to benefit from the provisions outlined in this strategy. This is reflected in their commendable rates of progress. In comparison, attendance for all other children was 91.8%. The overall absence rate for disadvantaged children stood at 88.4%, below the national figure of 92.4%. However, persistent absence was recorded at 40%, exceeding the national figure of 24.5% for disadvantaged pupils. Notably, severe persistent absence among disadvantaged children was at 0% for our school, compared to 3.7% nationally.

In summary, the performance of our disadvantaged pupils has met expectations, and we are currently on track to achieve the outcomes we have set for the academic year 2024/25, as delineated in the Intended Outcomes section. We have undertaken a review of our strategy plan and made adjustments to our budget allocation for the current academic year.

### 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
Doodle Learning	<a href="https://www.doodlelearning.com">https://www.doodlelearning.com</a>