



Pupil premium strategy statement

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	Eynsham Community Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ginny Bayliss
Pupil premium lead	Hayley Davis
Governor / Trustee lead	Marion Everest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,701
Recovery premium funding allocation this academic year	£0
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	£86,701



Part A: Pupil premium strategy plan

Statement of intent

Everyone Soaring to Success

Disadvantaged Pupils at Eynsham Community Primary School will ultimately be given every opportunity, experience and be supported to achieve excellence in everything that they learn with us. All disadvantaged pupils will experience a full range of experiences and opportunities linked to the curriculum in order to give them a broader understanding of the wider world and raise their self esteem so that they are able to succeed in all aspects of school life. We strive to deliver excellence for everyone as individuals so that all children 'soar to success' in every aspect of school life.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning and lack of early learning opportunities due to the pandemic have resulted in children entering school with poor language and communication skills.
2	Not all children actively engage with work outside of school such as spelling, times tables and other homework activities to reinforce learning.
3	Large intake of children in all year groups at various points last academic year are entering with gaps in their learning and are below ARE.
4	Lack of self-esteem and confidence has led to more cases of EBSA within the school.
5	Understanding of key vocabulary is below the expected standard for many disadvantaged pupils which can slow progress across the curriculum.
6	Lower attendance than their peers.
9	Life experiences are limited for those pupils from disadvantaged or vulnerable households.
10	A large number of our disadvantaged children are also registered on our SEND register (37%) and 14% of these children also have an EHCP.
11	Children's and parents fragile mental health which has resulted in a lack of resilience within school.
12	The number of EAL children has increased to 40 children across the school, 10% of these children are entitled Pupil Premium.



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>In three years time to diminish the gap between the disadvantaged and non-disadvantaged, so that more are inline with ARE and to increase the number of PPG children achieving greater depth.</p> <p>Children will make accelerated progress through class targeted teaching, interventions and wider well-being support.</p>	<p>The gap will close between PP and non PP children working at ARE in reading, writing and maths.</p> <p>An increased number of PPG children will be working at Greater Depth in reading, writing and maths.</p>
<p>PPG children who are also SEND will have timely interventions to ensure that they are making better than expected progress.</p>	<p>Children who are both SEND and PPG will make better than expected progress in reading, writing and maths.</p>
<p>Improve resilience and self-esteem in our disadvantaged pupils</p>	<p>There will be an increase of QCA's scores over the academic year.</p>
<p>To improve attendance of disadvantaged pupils so that it is inline with non-disadvantaged pupil.</p>	<p>Attendance and punctuality of identified pupils will increase and the gap between PP and non PP narrows.</p>
<p>To develop children's language and communication skills in order for them to make rapid progress in all areas of the Early Years Curriculum.</p>	<p>All children in reception will be screened using Welcomm and those who do not meet the threshold will be given weekly interventions.</p>
<p>To ensure vulnerable pupils have access to additional nurture support in school which will allow them to focus on their learning.</p> <p>Pupils and parents will be positive about the support they receive and identify the difference it makes.</p>	<p>Children requiring additional nurture support will have an increase in QCA's scores over the academic year in well-being and behaviour.</p> <p>Assessment information will show that pupil premium children are making good or better than good progress.</p>



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: £44,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning lead to work alongside class teachers to improve the quality of education provided for all pupils and to ensure the Rosenshine's principles are consistent across the school.</p> <p>Teaching and Learning Lead to team teach with class teachers to ensure maximum progress is made by all pupils every lesson.</p> <p>Bespoke CPD for subject leaders to improve education in all curriculum areas.</p>	<p>Teachers are effectively meeting the needs of PP children within all lessons through the use of adaptive teaching strategies and the use of the Rosenshine Principles.</p> <p>PP children are making progress to close the gap between PP and non PP children.</p> <p>Guidance from Ofsted identifies that pupil premium pupils must not have a reduced timetable. Furthermore, it is important to know disadvantaged pupils' barriers to make progress and how to address them.</p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resources-for-schools</p> <p>Teachers demonstrate a better understanding of adaptive teaching and implement this across the curriculum to ensure all learners are making progress.</p> <p>EEF research and guidance continues to recommend prioritising developing Teachers and teaching:</p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i></p>	<p>1,2,3,5,10,12</p>



<p>Through provision map, PIXl, Pupil Progress Meetings and identifying effective interventions, PPG pupils with SEND will have their needs effectively met.</p> <p>Additional adults within years 1 to support PPG children.</p> <p>Three additional roles created within the TA team:</p> <p>KS1 Intervention Lead</p> <p>Pastoral support Lead</p> <p>SEND assistant</p>	<p>Robust assessments when new children start at varying points throughout the academic year, interventions are planned to close the gap.</p> <p>Standardised tests to show an improvement in PP children's progress.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>PP children will make at least expected progress in reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,5,10,12</p>
<p>To ensure all pupils in EYFS have access to high quality first teaching, particularly in communication & language and literacy drawing on internal and external Speech and language expertise.</p>	<p>PP children will attain inline with their peers in Communication & language and literacy. All children assessed on Welcomm and progress will be evident at the end of the academic year.</p> <p><i>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. (EEF)</i></p> <p>An additional adult to be placed into Early Years to ensure all children have access to high-quality conversations within the classroom.</p>	<p>1,3,5,9,10,12</p>



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

Budgeted cost: £18412

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH interventions to take place across all year groups which will result in improved engagement with learning.</p>	<p>Raise self-confidence and increase participation/motivation for targeted pupils this will be shown on QCA scores. This will lead to a reduction in behaviour incidents recorded over the course of the academic year.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4,9,11</p>
<p>Targeted SALT support for children in early years and KS1 due to long waiting lists for NHS SALT.</p>	<p>Private SALT will assess and offer recommendations for children who are awaiting input from an NHS SALT.</p> <p><i>EEF analyses effective interventions in schools; Studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension.</i></p> <p><i>On average pupils from disadvantaged backgrounds who participate in oral language make up to six months additional progress over the course of a year.</i></p>	<p>1,5</p>
<p>Targeted Reading interventions to support vulnerable children.</p>	<p>PIXL interventions, ARCH readers, additional reading sessions.</p> <p>Class teachers to monitor reading exposure on a weekly basis.</p> <p>Additional TA within Reception, Year 1, Year 3 and Year 5.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of all pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,9,10,12</p>
<p>Support in class for all year groups from trained</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p>	<p>1,2,3,9,10,12</p>



<p>Teaching Assistants, developing focussed reading, writing and maths interventions to meet identified needs of disadvantaged pupils.</p>	<p>TAs to complete pre and post teaching with vulnerable pupils to help close the gap.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of all pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</p>	
<p>Targeted interventions with year 5 pupils from teachers and TAs which are carried out and used throughout sessions with identified pupils who are disadvantaged .</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of all pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</p>	<p>1,2,3,9,10,12</p>
<p>After school booster and tutoring groups for specified children to help close the gap.</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of all pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</p>	<p>2,3,5,9,10,12</p>
<p>Targeted support for year 6 using identified interventions to target underachievement in vulnerable children.</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the progress of all pupils, particularly when they are matched to the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</p>	<p>2,3,5,9,10,12</p>
<p>Targeted support for year 5 using</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p>	<p>2,3,5,9,10,12</p>



<p>identified interventions to target underachievement in vulnerable children.</p>	<p>A reduction of behaviour incidents involving PP children within year 5.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring from a HLTA for PP children.</p> <p>Systems and processes will be used inline with new guidance and legislation. These will be clear for all parents/carers to understand, raising the priority of good and regular attendance punctuality, even for pupils that are not statutory school age.</p>	<p>PP attendance will be in-line with non-PP pupils attendance.</p> <p>Working Together to improve Attendance guidance https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>Improved attendance leads to better outcomes. Toolkit for schools: https://www.gov.uk/government/publications/working-together-to-improve-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	<p>4,6,11</p>
<p>Home school link worker to provide support for targeted families</p>	<p>Home school Link worker to support with attendance and EBSA. Attendance is intrinsically linked to outcomes and improved relationships with families will help support this.</p> <p>Increased monitoring, timely intervention and ‘reasonable adjustments’ prevents disadvantaged pupils from failing to attend school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1134196/Support_for_pupils_where_a_mental_health_issue_is_affecting_attendance_effective_practice_examples.pdf</p>	<p>4,6,11</p>



<p>PP children to have the opportunity to attend after school clubs.</p>	<p>All PP children to attend at least one after school club throughout the year.</p> <p><i>The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment experiences and opportunities.</i></p> <p><i>EEF: Physical activity</i></p>	<p>9,6</p>
<p>Assistance with finances in order for PP children to attend all enrichment experiences provided by their year groups curriculum.</p>	<p>All PP children will have access to all enrichment activities.</p> <p><i>Without financial support disadvantaged pupils would not be able to access the full curriculum offer. Some PP pupils may struggled to have the context for some aspects of the curriculum if they haven't experienced if for themselves.</i></p>	<p>6,9</p>
<p>Identified children to access iRock music lessons to boost self-esteem and confidence.</p>	<p>Raise self-confidence and increase participation/motivation for targeted pupils this will be shown on QCA scores.</p> <p><i>The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment experiences and opportunities.</i></p>	<p>6,9,11</p>
<p>Breakfast club to be provided daily in order for vulnerable children to access to emotional support</p>	<p>PP children's attendance will be inline with non PP children.</p> <p><i>EEF Toolkit: Social and emotional learning.</i></p> <p>There is strong evidence that increasing the pupil's social/emotional intelligence will allow them to be more regulated within the class and therefore readiness to learn and progress is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4,6</p>
<p>Lunch club to be provided for vulnerable children in order for them to access emotional support.</p>	<p>There will be a reduction in the number of behaviour incidents during lunchtimes.</p> <p><i>EEF Toolkit: Social and emotional learning.</i></p> <p>There is strong evidence that increasing the pupil's social/emotional intelligence will allow them to be more regulated within the class and therefore readiness to learn and progress is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4,5,6,11</p>



<p>Behaviour management strategies employed consistently by all staff. Behaviour is monitored and analysed termly. Training for staff on the updated behaviour policy to re-establish expectations, support pupils and encourage positive learning behaviours.</p>	<p>A rigorous monitoring process and analysis of behaviour incidents leading to a reduction of incidents involving PP children over the course of the year.</p> <p>There is strong evidence that increasing the pupil's social/emotional intelligence will allow them to be more regulated within the class and therefore readiness to learn and progress is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4,5,10,12</p>
<p>Parents will be invited to attend Family Links courses.</p>	<p>Parents of PP children will attend the family links training.</p> <p><i>EEF toolkit Parental engagement</i></p>	<p>4,6,9,11,12</p>
<p>Targeted interventions for vulnerable children using ELSA (Emotional Literacy Support Assistant) and EBSA (Emotional Based School Avoidance)</p>	<p>Further member of staff trained in ELSA to provide support for PP children.</p> <p>There is strong evidence that increasing the pupil's social/emotional intelligence will allow them to be more regulated within the class and therefore readiness to learn and progress is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4,6,9,11</p>



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.

Attendance:

The whole school's attendance percentage at the end of the academic year for 2024-2025 was 95%. Attendance for PPG pupils was 92%, although this is below the whole school percentage, this is an increase from 89% in July 24.

This has been as direct result of the targeted support provide by the Attendance Champion and also targeted interventions to support those experiencing EBSA.

Attainment:

% of disadvantaged pupils at the expected standard and % of non-disadvantaged pupils at the expected standard (July 2025)

Year	No of PPG	Whole School								
		Reading			Writing			Maths		
		Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
1	10	50%	91%	- 41%	50%	86%	- 36%	70%	94%	- 24%
2	7	71%	91%	- 20%	43%	84%	- 41%	57%	89%	- 32%
3	17	82%	93%	- 11%	71%	88%	- 17%	77%	96%	- 19%
4	7	71%	92%	- 21%	57%	92%	- 35%	71%	94%	- 23%
5	9	67%	91%	- 24%	44%	90%	- 46%	66%	86%	- 20%
6	6	66%	100%	- 34%	88%	97%	-9%	66%	100%	- 34%
Whole School	56	68%	93%	- 25%	59%	90%	- 31%	68%	93%	- 25%

Overall, the attainment gap has not significantly changed from the last academic year. The actions from the 2024-2025 statement will broadly be continued into the next academic year (2025-2026) as our assessment data shows that this needs to be a continued approach for the next strategy plan period.



Significant Improvements:

Year 5 PPG reading has increased by 34% from July 24

Year 5 PPG writing has increased by 11% from July 24

Year 6 PPG writing has increased by 28% from July 24

Our assessments are showing that PPG pupils who also have significant SEND needs have an additional barrier to their learning and outcomes.

Early Years:

<u>EYFS</u>	<u>July 2024</u>			<u>July 2025</u>		
Showing percentage of pupils achieving ELG	Reading	Writing	Number	Reading	Writing	Number
Disadvantaged Pupils	44%	44%	67%	86%	71%	86%
Other Pupils	93%	91%	93%	96%	89%	91%
School PPG Gap (%)	-49%	-47%	-26%	-10%	-18%	-5%

There has been significant progress with attainment in Early Years and the targeted support that has been put in place with an additional adult in Early Years has supported this. The implementation of mastery maths in the Early Years and also the Drawing Club has showed good impact.

Behaviour:

Our observations, assessments and careful monthly monitoring demonstrated that behaviour incidents for PPG children are extremely low. Key children who were identified through monitoring in 23-24 have seen a significant decrease in reported incidents. The impact of this has not yet been seen in attainment outcomes but we are confident that it will show this year as pupils are able to spend more time accessing our broad and balanced curriculum through quality first teaching. The improvement has been due to a range of targeted support

Enrichment Opportunities:

There has been a significant increase in the number of PPG children accessing enrichment opportunities. This has included clubs before and after school. Identified PPG children in Year 6 have also accessed tutoring and booster group to help them make necessary progress.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	
Jigsaw	
Rocket Phonics: Nursery	
The Drawing Club	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.