



## 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	372
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ginny Bayliss
Pupil premium lead	Thomas Williams
Governor / Trustee lead	Marion Everest

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,870



## 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: £42,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Teaching and Learning Lead will work closely with class teachers to strengthen the quality of education for Pupil Premium pupils, ensuring that Rosenshine’s Principles are applied consistently to support their progress across the school.</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 Rosenshein Principles. 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. <a href="https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resources-for-schools">https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resources-for-schools</a></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>1,2,3,5,10,12</p>
<p>The Teaching and Learning Lead will team-teach with class teachers to secure strong outcomes for Pupil Premium pupils, ensuring they make maximum progress in every lesson.</p> <p>Bespoke CPD will be</p>	<p>EEF research and guidance continues to recommend prioritising developing Teachers and teaching: <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>delivered to subject leaders to improve the quality of curriculum provision and instructional practice, ensuring leaders are equipped to address the specific learning needs of Pupil Premium pupils across subjects.</p>		
<p>Through the use of Provision Map, PIXL, Pupil Progress Meetings and the identification of evidence-informed interventions, Pupil Premium pupils with SEND will receive support that is closely matched to their individual needs, ensuring barriers to learning are addressed effectively.</p> <p>Additional adults within school to support PPG children.</p> <ul style="list-style-type: none"> <li>• Three additional roles within the</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a></p> <p>PP children will make at least expected progress in reading, writing and maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2,3,5,10,12</p>



<p>TA team—KS1 Intervention Lead, Pastoral Support Lead and SEND Assistant—will provide targeted academic and pastoral support for Pupil Premium pupils, ensuring their academic, social and emotional needs are met through coordinated, evidence-informed provision.</p>		
<p>Ensure all pupils in EYFS receive high-quality first teaching, with a focus on language, communication and early literacy, drawing on internal and external Speech and Language expertise so that Pupil Premium pupils develop strong foundational skills.</p>	<p>PP children will attain inline with their peers in Communication &amp; 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: £22,920



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH interventions will be delivered across all year groups to improve the engagement, emotional readiness and learning behaviours of Pupil Premium pupils, enabling them to access teaching more effectively.</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 recoded 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><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-tookit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-tookit/small-group-tuition</a></p>	<p>4,9,11</p>
<p>Targeted Speech and Language (SALT) support will be provided for Pupil Premium pupils in Early Years and KS1 in response to long NHS waiting lists, ensuring early identification of need and accelerated development of communication skills.</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>Evidence-based reading interventions will be implemented for vulnerable Pupil Premium pupils, focusing on</p>	<p>PIXL interventions, ARCH readers, additional reading sessions, Spelling Shed, Times Table Rockstars.</p> <p>Class teachers to monitor reading exposure on a weekly basis.</p> <p>Additional TA within Reception, Year 2, Year 3 and Year 6.</p> <p>Evidence demonstrates that targeted small group intervention groups can have a positive impact on the</p>	<p>1,2,3,9,10,12</p>



<p>language comprehension and decoding to close gaps in attainment.</p>	<p>progress of all pupils, particularly when they are matched to the needs of the pupils.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</a></p>	
<p>Trained Teaching Assistants will deliver focused in-class support and structured interventions in reading, writing and maths to meet the identified needs of disadvantaged pupils in every year group.</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.                      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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</a></p>	<p>1,2,3,9,10,12</p>
<p>Teachers and TAs will provide targeted small-group and 1:1 interventions for disadvantaged Year 6 pupils, using diagnostic assessment to inform next steps and reduce emerging gaps in attainment.</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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</a></p>	<p>1,2,3,9,10,12</p>
<p>After-school booster sessions and tutoring groups will be offered to identified Pupil Premium pupils to accelerate progress and support them in closing</p>	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.                      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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tution</a></p>	<p>2,3,5,9,10,12</p>



attainment gaps.		
Year 6 Pupil Premium pupils will receive targeted, evidence-informed interventions to address areas of underachievement and strengthen readiness for end-of-key-stage assessments.	<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><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	2,3,5,9,10,12
Year 3 Pupil Premium pupils will receive targeted interventions designed to address underachievement and ensure progress is accelerated before transition to upper key stage demands.	<p>Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.</p> <p>Children to a improved retention of key skills (transcription, oracy etc) and key facts (number bonds, times tables etc).</p>	2,3,5,9,10,12

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

Budgeted cost: £22,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for Pupil Premium pupils will be monitored by a	<p>PP attendance will be in-line with non-PP pupils attendance.</p> <p>Working Together to improve Attendance guidance</p>	4,6,11



<p>HLTA, enabling early identification of concerns and timely support to improve attendance and punctuality.</p> <p>Clear systems and processes, aligned with current national guidance and legislation, will be communicated to all parents/carers to raise the profile of good attendance and punctuality for Pupil Premium pupils, including those below statutory school age.</p>	<p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</a></p> <p>Improved attendance leads to better outcomes. Toolkit for schools:</p> <p><a href="https://www.gov.uk/government/publications/working-togetehr-to-improve-attendance/toolkit-for-schools-commuincating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-togetehr-to-improve-attendance/toolkit-for-schools-commuincating-with-families-to-support-attendance</a></p>	
<p>The Home–School Link Worker will provide targeted support for families of Pupil Premium pupils, helping to remove barriers that impact learning and attendance.</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.</p> <p><a href="https://assets.publishing.ervice.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">https://assets.publishing.ervice.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</a></p>	<p>4,6,11</p>
<p>Pupil Premium pupils will be prioritised for access to after-school clubs, ensuring they benefit from enrichment opportunities that support confidence, motivation and</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>



social development.		
Financial assistance will be provided to ensure Pupil Premium pupils can participate fully in curriculum-linked enrichment activities offered by their year group.	<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 struggle to have the context for some aspects of the curriculum if they haven't experienced it for themselves.</i></p>	6,9
Identified Pupil Premium pupils will access iRock music lessons to build confidence, self-esteem and engagement with school life.	<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>	6,9,11
Breakfast Club will be available daily, providing vulnerable Pupil Premium pupils with emotional support and a calm start to the school day, enhancing readiness for learning.	<p>PP children's attendance will be in line 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,6
Lunch Club will be provided for vulnerable Pupil Premium pupils to ensure access to a supportive environment that promotes emotional wellbeing and positive social interactions.	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5,6,11
Consistent behaviour management strategies will be	<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>	4,5,10,12



<p>used by all staff, with behaviour monitored and analysed termly to identify needs of Pupil Premium pupils and implement targeted support.</p> <p>Staff will receive training on the updated behaviour policy to strengthen expectations, improve relational practice and promote positive learning behaviours for disadvantaged pupils.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Parents and carers will be offered places on Family Links courses to strengthen home relationships and improve support for Pupil Premium pupils' emotional and behavioural development.</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>Identified vulnerable Pupil Premium pupils will receive targeted support through ELSA (Emotional Literacy Support Assistant) and EBSA (Emotional Based School Avoidance) interventions, reducing emotional barriers and</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4,6,9,11</p>

# Eynsham Community Primary School



improving engagement with learning.		
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## 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.



## 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	
The Drawing Club	
Spelling Shed	
PIXL	

## 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.*