

# Pupil premium strategy statement – Eastbury Farm Primary School

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 (2025-26) and the outcomes for disadvantaged pupils last academic year (2024-2025).

## School overview

Detail	Data
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	6.6%
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> )	Autumn 2025 – Autumn 2028
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Becky Workman
Pupil premium lead	Shafina Cachra
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£30,300

# Part A: Pupil premium strategy plan

## Statement of intent

At Eastbury Farm Primary School, our disadvantaged pupils form a relatively small but important group within our community. Our intention is that every child, regardless of background or challenge, makes strong progress and achieves the very best outcomes possible. We want all pupils to leave Eastbury Farm as confident, successful learners with high aspirations, fully prepared for the next stage of their education and equipped to thrive as resilient and responsible young people.

High-quality teaching is at the heart of our approach, as strong evidence indicates it is the most effective lever for improving outcomes for all pupils, including those who are disadvantaged. Our curriculum is carefully constructed to ensure breadth, balance and ambition, with deliberate attention given to cultural capital, diversity and equality. We are committed to ensuring that disadvantaged pupils experience the full richness of this curriculum through engaging, practical and hands-on learning opportunities.

Our strategy is responsive to both common barriers and the individual needs of each pupil. We maintain consistently high expectations and ensure that disadvantaged pupils are appropriately challenged through well-planned teaching and targeted support. Alongside academic provision, our nurturing and pastoral ethos supports pupils to develop resilience, emotional intelligence and the strategies needed to overcome challenges and aim high throughout their lives.

We work hard to provide all pupils with opportunities to flourish, contribute to the wider life of the school and develop independence, collaboration and positive attitudes to learning. We strive to close any gaps between disadvantaged and non-disadvantaged pupils, while recognising that some disadvantaged pupils already achieve highly and benefit from continued stretch and challenge. Our approach also supports other vulnerable pupils whose needs overlap with those of disadvantaged learners.

Our school values, underpinned by our whole-school vision, ensure that all pupils, including those who are disadvantaged:

- are enabled to reach their full potential through excellent teaching and high expectations
- feel safe, nurtured and supported
- have their emotional development promoted alongside academic achievement
- develop independence as well as the ability to collaborate
- are encouraged to be inquisitive, embrace wider opportunities and maintain positive attitudes to learning
- learn within an inclusive environment that fosters mutual respect

## Challenges

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

Challenge number	Detail of challenge
1	For some of these pupils, there are gaps in learning
2	Many of these pupils have multiple barriers including SEND, medical, SEMH needs and challenging family circumstances
3	For some of these pupils, attendance levels are below national/school expectations
4	For some of these pupils, there are gaps in cultural capital

## 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>The learning gaps of these pupils will be identified and addressed.</p> <p>That our universal offer is underpinned by a focus on Ordinarily Available Provision and Quality First Teaching.</p>	<p>These pupils can demonstrate improved knowledge and skills in previously identified gaps.</p> <p>Assessment data shows measurable progress in targeted areas.</p> <p>These pupils are able to apply their learning confidently in classroom activities.</p>
<p>These pupils will receive tailored support that addresses their individual barriers, enabling them to engage fully with learning and make meaningful progress.</p>	<p>These pupils demonstrate increased engagement and participation in learning activities.</p> <p>SEMH interventions implemented and monitored effectively.</p> <p>Pupils show measurable academic and personal development progress.</p> <p>Staff and families report improved communication, support, and wellbeing outcomes for pupils.</p>
<p>To improve and sustain the attendance of pupil premium pupils who are falling below the national average expectation of 95%.</p>	<p>The attendance gap between pupil premium pupils and non-pupil premium pupils to reduce. The overall absence rate for disadvantaged pupils to not fall below 96.5%</p>

<p>These pupils will have access to a broad range of cultural experiences and knowledge, enabling them to develop social awareness, curiosity, and confidence in engaging with the wider world</p>	<p>Pupils participate in a variety of cultural, creative, and extracurricular activities. Pupils can demonstrate understanding of and engagement with diverse cultural experiences.</p> <p>Pupils show increased confidence and curiosity in discussions, presentations, and social interactions.</p> <p>Feedback from staff and pupils indicates an enriched learning environment and exposure to new opportunities.</p>
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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: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Using a mixture of bespoke and external continued professional development (CPD) and additional support from teaching and learning advisors where appropriate we can ensure all teachers are supported to deliver high quality teaching and learning.</p>	<p>High-quality teaching is the most significant factor in improving pupil outcomes (EEF Teaching and Learning Toolkit).</p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools</a></p> <p><a href="#">Deployment of Teaching Assistants</a></p>	<p>1</p>

Support Staff offered opportunities to attend additional CPD that is relevant.		
To continue to develop a whole school approach to securing good mental health and wellbeing through continual staff development and training, including the wider implementation of Zones of Regulation, Therapeutic Thinking.	Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.  <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges</a>	2

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

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and teaching assistants to provide targeted/specific interventions support: 1:1 and small group interventions as well as during classroom teaching and the wider curriculum Delivery of specific targeted interventions in	Targeted TA interventions (e.g., supporting pupils in small groups or 1:1 settings) are most effective when they are well-trained, structured, and linked to specific learning goals (EEF).  Integrating support into classroom teaching ensures pupils can immediately apply new skills in context, which improves retention and transfer of learning	1

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

Budgeted cost: £8,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To encourage pupil premium children to attend one enrichment club on a regular basis	<a href="#">Pupil Premium Menu</a> <a href="#">Arts participation</a>	3,4
Subsidies are available for the cost of school trips, school journeys, school uniform, enrichment activities and instrument tuition	Access to these enrichment activities can have a positive impact on pupils and ensure that they are receiving the same opportunities as their peers from non-disadvantaged backgrounds.	3,4
Personalised pastoral interventions to support behaviour and attendance	Targeted SEMH support improves engagement and wellbeing, leading to better attendance and learning outcomes.	2
Purchased Family Support Worker hours to enable bespoke support to improve attendance, behaviour, engagement and progress in school.	Offering targeted support is part of the Hertfordshire Safeguarding Board graduated response	2,3

**Total budgeted cost: £30,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There were two disadvantaged pupils in the previous academic year with both pupils making strong progress achieving either EXS or GDS in Reading and Writing, one achieved EXS in Maths and the other WTS. Formative assessments throughout the year, including in-class observations and targeted interventions, helped identify learning gaps and inform ongoing support strategies.

Both pupils attended regularly, though minor absences impacted consistency for learning. There was lower confidence in Maths, suggesting that targeted support and encouragement are needed to build engagement and resilience. This is a focus in this year's SDP.

Enrichment and engagement strategies positively impacted both pupils' engagement and confidence across the wider curriculum.

The school is making progress towards the intended outcomes of closing learning gaps and improving engagement for disadvantaged pupils.

Overall, the school is making progress towards closing learning gaps, with next steps focused on Writing, Maths and Inclusion/OAP.

### Externally provided programmes

Programme	Provider
Hertfordshire Music Service Programme	Herts Music Service

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Last academic year, the majority of our Service Pupil Premium funding was used to provide pastoral support for service pupils from the class staff. Pastoral support is a key part of our school offer, overseen by our Mental Health Lead and INCo.

Leaving packs were given to support pupils through parental deployments or returns. And for service pupils experiencing overseas postings, additional academic support was offered, including English language support via Learning Village, dual language resources through Twinkl, and focused language development using Literacy Toolbox. This approach ensured that service pupils received both the emotional and academic support needed to thrive during periods of transition.

### **The impact of that spending on service pupil premium eligible pupils**

The Service Pupil Premium funding had a positive impact on eligible pupils last academic year.

Pastoral support helped pupils manage transitions linked to parental deployments, improving emotional wellbeing and engagement in school. The packs provided reassurance and continuity during periods of separation or return. For pupils experiencing overseas postings, targeted academic support through Learning Village, Twinkl, and Literacy Toolbox strengthened English language skills and supported curriculum access, ensuring pupils could participate fully in learning. Overall, the funding helped service pupils maintain both emotional stability and academic progress despite the challenges of mobility and family deployments.