

Pupil premium strategy statement – East Ayton Primary School

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	8.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lisa Nellist
Pupil premium lead	Lisa Nellist
Governor / Trustee lead	Abigail Combes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,360
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£31,360

Part A: Pupil premium strategy plan

Statement of intent

At East Ayton Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. We will consider the challenges faced by vulnerable pupils and will support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate aim is to accelerate progress. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high-quality provision.

The strategy plan is not an exhaustive list and strategies may change and develop based on the needs of the individuals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments rather than assumptions about the impact of disadvantage on our pupils. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations identify a gap between disadvantaged pupils and their peers in English, especially in reading comprehension and writing. (An average of 61% of disadvantaged children gained EXS in writing compared to 75% with their peers and 70% in reading compared to 82% of their peers in 2025-2026.) There is currently no gap in phonics outcomes but this will continue to be closely monitored. It is worth noting that the low numbers of pupils receiving pupil premium can skew these results e.g. only 2 disadvantaged pupils in a class.
2	Assessments and observations identify a gap between disadvantaged pupils and their peers in maths, especially in reasoning. (An average of 53% of disadvantaged children gained EXS in maths compared to 81% with their peers in 2025-2026.)
3	Pupils who are disadvantaged and have SEND face the greatest barriers to learning, participation and attainment. School analysis shows this group consistently experiences greater challenge than disadvantaged pupils without SEND.
4	Disadvantaged pupils are more likely to require additional support for self-regulation, confidence, wellbeing and belonging. Ensuring meaningful participation in enrichment, leadership and wider school life remains essential.
5	Although attendance is above national figures for the whole school, disadvantaged pupils remain at greater risk of absence and reduced curriculum access. Disadvantaged attendance was on average 89% 2025-2026 compared to 95% for the whole school. Sustaining high attendance and preventing persistent absence remains crucial.

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
Children experiencing disadvantage leave school with similar outcomes to those of their peers.	By 2029, disadvantaged pupils achieve outcomes broadly in line with their peers in reading, writing and mathematics. Maths attainment improves year-on-year and the attainment gap between disadvantaged pupils without SEND and non-disadvantaged pupils is reduced each year. It is worth

	nothing that the low numbers of pupils receiving pupil premium can skew these results e.g. only 2 disadvantaged pupils in a class and this will be taken into account.
Disadvantaged pupils with SEND make strong progress from their individual starting points.	The majority of PP/SEND pupils improve or maintain their attainment position between assessment points. Progress measures demonstrate sustained improvement in reading, writing and mathematics, reducing the attainment gap between disadvantaged pupils and non-disadvantaged nationally.
High-quality adaptive teaching is consistently embedded.	Monitoring demonstrates that adaptive teaching strategies are evident across the school. Differences in outcomes reduce over time, particularly for disadvantaged and SEND pupils.
Disadvantaged pupils experience a strong sense of belonging and participate fully in school life. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self-esteem.	Cultural capital is enhanced by experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects. Participation rates for disadvantaged pupils in enrichment, clubs, music, sport and residential opportunities remain at least in line with their peers. Pupil voice demonstrates that disadvantaged pupils feel known, valued, supported and represented within school life.
Attendance increased for all pupils, particularly focusing on disadvantaged pupils attending regularly and accessing the full curriculum.	Attendance for disadvantaged pupils remains above national averages and in line with their peers. Persistent absence for disadvantaged pupils remains below national figures and reduces year-on-year for pupils who are disadvantaged and have SEND.

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: £9,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD.	High-quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET: <i>“Good teaching is the most important leever schools have to improve outcomes for disadvantaged pupils.” (EEF Guide to Pupil Premium)</i> The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance KS1 & KS2 (publishing.services.gov.uk) The EEF guidance is based on a range of the best available evidence: (EEF website) Maths remains the largest area of disadvantage identified through school analysis.	2
TA specialist development and adaptive teaching training	EEF Making Best Use of Teaching Assistants guidance demonstrates that teaching assistants have greatest impact when supporting high-quality classroom instruction rather than creating dependency through excessive 1:1 support. This aligns closely with the school's Inclusion Strategy and emerging SEND reforms which place increasing emphasis on expertise within classrooms.	1, 2 & 3
Whole-school writing improvement CPD including transcription and spelling	EEF Improving Literacy in Key Stage 2 guidance identifies explicit teaching of vocabulary, sentence construction, transcription and writing processes as essential to improving writing outcomes. Research also demonstrates that integrating speaking, reading and writing improves attainment, particularly for disadvantaged pupils.	1
Purchase of diagnostic assessment materials to identify baselines and progress made. Ongoing use of summative assessment to assess and teach gaps in learning	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support and teaching is adapted accordingly. EEF Standardised tests, Assessing and Monitoring Pupil Progress	1, 2 & 3

Improve the quality of social and emotional learning by embedding approaches into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes (e.g. academic performance, attitudes, behaviour and relationships with peers). EEF Improving Social and Emotional Learning in Primary Schools My Happy Mind	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind\; EEF One to One Tuition (Teaching and Learning Toolkit) EEF Small Group Tuition (Teaching and Learning Toolkit) DfE Tutoring: Guidance for Education Settings	1, 2, 3
Targeted writing support for disadvantaged and PP/SEND pupils	EEF literacy guidance recommends targeted intervention where assessment identifies specific gaps in writing knowledge and skills. School analysis demonstrates that there is a significant gap in writing for disadvantaged pupils.	1
Additional ATA reading sessions with KS2 pupils focusing on	Reading comprehension strategies that involve the teaching of explicit approaches and techniques improve the	1, 2, 3

fluency and comprehension.	comprehension of written text: EEF reading comprehension strategies.	
Additional ATA to lead maths interventions Years 4-6.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact: EEF Teaching Assistant Interventions	1, 2, 3
Additional ATA for Year 6 maths and English to boost progress and address gaps in learning.	Maths teaching to enable pupils to develop a rich network of mathematical knowledge, develop pupils' independence and motivation and use structured interventions to provide additional support: EEF Improving Mathematics in Key Stages 2 and 3.	1, 2, 3

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

Budgeted cost: £11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trips and educational visits. Financial support for residential, educational visits and enrichment activities. Music, sport and wider curriculum participation.	As a school, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils. EEF guide to pupil premium indicates moderate impact for social and emotional interventions. The DfE Enrichment Framework highlights music, sport and creative participation as important components of personal development. Participation in these opportunities supports	4

	confidence, belonging, school engagement and aspiration.	
My Happy Mind and Mental Health First Aider in school. CPD and guidance for all staff.	EEF Social and Emotional Learning guidance identifies self-regulation, emotional literacy and wellbeing as important contributors to educational success. Inclusive pastoral approaches are particularly effective when combined with high expectations and strong classroom practice.	3 & 4
Parent engagement and support	EEF evidence demonstrates that effective parental engagement can improve attendance, behaviour and academic outcomes. The strongest impact occurs when engagement focuses on learning, relationships and early identification of barriers rather than attendance monitoring alone.	
Targeted homework clubs	Providing homework clubs for identified pupils to ensure homework is completed with adult support in a small group environment.	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 & 5

Total budgeted cost: £31,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous Pupil Premium Strategy Statement ran from 2023-2026. The analysis below is for its impact on the outcomes for disadvantaged pupils by July 2026. There was some impact and we have analysed this and used it to inform and decide the challenges and intended outcomes for the strategy for 2026-2029. The impact will be monitored throughout the year and formally analysed for the updated strategy in 2027.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessment. Our assessments and observations during 2025/26 suggested that the performance in both attainment and achievement of disadvantaged pupils was lower than cohort in key areas of the curriculum. However, the gap in progress between disadvantaged pupils and the cohort has drastically reduced in all areas across the whole school. This is starting to have an impact on the attainment gap, which is also narrowing.

In maths across the whole school, 53% of disadvantaged pupils gained EXS compared to 81% as a whole. In reading, 70% of disadvantaged pupils gained EXS compared to 82%. In writing, it was 61% of disadvantaged pupils compared to 75%. In Key Stage 2 SATs, these figures were 25% in combined and reading (compared to 63.6% and 77.3%) and 50% in writing, maths and GPS (compared to 72.7%, 77.3% and 77.3% respectively.) It is worth noting that the low numbers of pupils receiving pupil premium in the school can skew these results. In the 2025-2026 Year 6 cohort, 4 pupils received pupil premium and of those 2 were also SEND and pre-key stage standard, so did not complete the SATs paper. This will be taken into account when analysing this data and the impact of the strategy.

Targeted interventions showed impact, especially in phonics for pupils in KS2. Tutoring in maths and writing boosted pupil confidence as shown through pupil voice. Subscriptions to Testbase and White Rose Maths have provided high-quality resources to support these interventions specifically focusing on learning gaps. We will continue successful interventions for targeted pupils and combine this with a focus on Quality First Teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. In Year 6, an additional ATA supported the class teacher in working alongside disadvantaged pupils in core lessons. Internal and external data has already shown the positive impact of this, especially on progress and attainment. Pupil voice also highlights the growth in confidence of these pupils. We will budget to continue this next year.

Additional ATA support for phonics, ensured that progress was made in the phonics screening. Phonics assessments showed over 90% of pupils working at expected level which was broadly in line with the previous 2 years. 100% of disadvantaged pupils passed their Year 1 phonics screening.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are now less impacted, but this continues to be a focus as pupil wellbeing and mental health is paramount. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions where required. School has a mental health first-aider and also subscribe to myHappymind. The impact of this is starting to be seen through pupil voice and a reduced number of behaviour incidents. This is an area that we are still developing in 2026-2027 to enhance this provision.

In 2025-2026, the average attendance for disadvantaged pupils was 88.6% compared to 95.1% as a whole school. This is an area that we will continue to challenge in school, and aim to further reduce this gap through our structured support.

All pupils were able to access a wide range of extra-curricular clubs, sporting events, educational visits and residential. All disadvantaged children have continued to have the opportunity to access the same and enrichment and extra-curricular activities as non-disadvantaged pupils. All disadvantaged pupils attended school visits and all attended the residential. The school will continue to develop a broad programme of these events to expand the experiences of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRS	Times Table Rock Stars
Y6 Grammar booster	Rollama
Twinkl phonics	Twinkl
White Rose Maths	White Rose
myHappymind	myHappymind
Testbase	Testbase