

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Earl Soham Community Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	03/09/2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Carlyle
Pupil premium lead	J Carlyle
Governor	N Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
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	£18,180

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

This year our main priorities focus on the following areas:

- A. Increase children's progress in writing for pupils eligible for PP
- B. Improve maths attainment for PP children
- C. Increase attendance rates for children eligible for PP
- D. Increase accessibility of out of school experiences for pupils eligible for PP

Challenges

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

Challenge number	Detail of challenge
1	The vocabulary gap is more pronounced in some of our PP children. This impacts quality of writing.
2	There are fewer opportunities to read and hear reading and stories in some of our PP children. This has an effect on understanding of language structure.
3	Attendance rates for a proportion of pupils eligible for PP at statutory school age are below 93% (below that of the target set for all pupils of 97%)
4	Breakfast is a meal that is regularly missed by many of our PP and other children.
5	Pupils eligible for PP have limited out-of-school experiences, which limit understanding of the world.

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
Proportion of PP children attaining expected or above in writing has increased	The quality of writing in PP children has increased through use of a range of targeted strategies.
Reduce the gaps in knowledge and strengthen understanding of connections across maths.	Increased proportion of PP children achieving ARE in Maths across the school.
Increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 13% (1 out of 8) or below. Overall PP attendance continues to improve in line with other pupils.
All PP children to have access to out of school activities	Breakfast and After school club costs are supplemented from PP School trips are offered with a 50% reduction.

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: £9,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on EEF Improving Mathematics...	EEF has produced a full guidance report on improving mathematics	2
CPD on effective use of teaching assistants	EEF have produced guidance on best use of TAs	1,2,3
CPD on metacognition and self regulation techniques	EEF consider this very high impact for very low cost	1,2,3
Targeted teaching as 1 to1 and small group	EEF consider this to be high impact	2
HfL Essential writing training	Based on elements of EEF Improving literacy at KS1 and 2	1

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Project (HfL)	EEF considers this to be very high impact for very low cost	1,2,
Paired Reading intervention (DBV)	EEF consider this to be high impact for low cost +5months	1,2,3
Catch up Numeracy	EEF considers it to have an impact of +3 months for a relatively low cost	2
Language Link screening for all pupils	EEF Low cost high evidence of impact	1

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

Budgeted cost: £5,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA hours increased	Moderate impact for very low cost +4months	3
Fund cost of out of school trips/experiences	EEF shows evidence that quality days out/ experiences can lead to boosted writing quality	5
Attendance hub support	Following EEF suggestions to improve attendance	3
Breakfast Club established	EEF believe this has a very positive impact for a low cost	4,3

Total budgeted cost: £18,180

2) Barriers to Future Attainment (for PP Pupils) 2024-2025	
A	Reading attainment (measured through the termly PIRA reading tests) will show progress in narrowing the gaps between PP and non PP children
B	Reduce the gaps in knowledge and strengthen understanding of connections across maths.
C	Increase attendance rates for pupils eligible for PP.
D	Increase parental engagement in their children's learning for families eligible for PP.
E	All PP children to have access to out of school activities

4) Review of Outcomes 2024-2025		
Barrier	Actual Outcomes	Lessons Learned (e.g. we will continue with/ adapt/ stop this approach)
A	Impact: High. Attainment in reading improved across the school	Future considerations: Continue high impact activities
B	Impact: High. Maths showed significant improvement for the first time overtaking reading and impact in younger classes evident.	Future Considerations: Continue White Rose maths to ensure recovery continues
C	Impact: High. Whole school attendance above national and local	Future Considerations: Attendance for PP pupils remains lower.

D	Impact: High. Parents more engaged with school evident in attendance at assemblies, parents evenings and responses on parent questionnaires.	Future Considerations: Continue high impact activities
E	Impact: High. All PP children took part in school trips.	Future Considerations: Engaging PP children in after school clubs