

Eastcombe Primary School - Pupil premium strategy statement 2026-2027

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	Eastcombe Primary
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Claire Jones Head Teacher
Pupil premium lead	Claire Jones
Governor / Trustee lead	Gill Clifton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£460
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	£11,310

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional to main school funding and is allocated to schools to help them tackle disadvantage and address inequalities for socially disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

At Eastcombe Primary School, we use pupil premium funding to ensure that all pupils, regardless of background, achieve well and fully access school life.

As a small school, we know our pupils and families well and recognise that barriers to learning are often complex and individual. Our approach prioritises high-quality teaching, carefully targeted support and strong pastoral provision.

We aim to remove barriers related to attendance, engagement, and access to learning, ensuring pupils develop the confidence, resilience and skills needed to succeed in line with our vision: *Aim High, Believe and Achieve*.

In order to do this, we use a range of strategies to provide support to overcome barriers. We use the EEF (Education Endowment Foundation) practical guide to pupil premium use to ensure we are deploying strategies which are rooted in evidence and best practice. We closely follow the EEF tiered model and ensure our pupils receive an offer which has been tailored to the needs of Eastcombe Primary School. We focus mainly in the areas of English, Maths and attendance. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We consider the challenges faced by vulnerable pupils, such as those who have a social worker, poor mental health or poor attendance, and this statement of intent is also focussed on their needs, regardless of whether they are disadvantaged or not.

Challenge number	Detail of challenge
1	Some pupils eligible for Pupil Premium face additional barriers to learning due to factors including financial disadvantage, family relationship difficulties, parental or carer mental health needs (including anxiety), and other circumstances that may affect family stability and wellbeing.
2	Low attendance figures and high rates of persistent absenteeism of some pupil premium or disadvantaged children. Revised National guidelines for attendance.

Challenges

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

3	Some pupils eligible for Pupil Premium would benefit from additional support to develop resilience, self-confidence and self-belief, alongside positive learning behaviours that enable them to achieve their full potential.
4	Some pupils eligible for Pupil Premium are currently attaining below their peers or making slower progress. Disruption to learning, including lower levels of engagement for some pupils, has contributed to gaps in attainment and progress, highlighting the need for targeted support to help pupils achieve their full potential.
5	Equal opportunities accessing the wider curriculum

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
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	Sustained raised attendance from 2025-26 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%.
The gap is narrowed in the progress and attainment of pupils in receipt of pupil premium funding compared to those that are not.	Pupil outcomes in 2026/27 show that: <ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and narrow the gap between them and their peers. Pupils receive high quality teaching and regular interventions which are targeted and personalised to their needs.
Families are supported financially to ensure equitable access to the full curriculum offer.	<ul style="list-style-type: none"> The school will subsidise the cost of educational visits, after school clubs, the residential and other enrichment activities to ensure equal access. Pupils requiring uniform or resources are able to receive financial support from the school.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1860

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA deployment – pre-teaching, scaffolding, feedback £1200	Teaching assistants helping to facilitate quality first teaching in Squirrel Class https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	3,4
CPD – adaptive teaching, writing, flexi grouping, metacognition £660	Good teaching - To enable teachers to access new and relevant training opportunities and ensure quality first teaching. All staff able to attend INSET and have subject leader CPD time. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA – targeted support	Evidence from the EEF indicates that well-trained teaching assistants, deployed to deliver structured interventions and pre-teaching, can have a positive impact on pupil progress (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £8229

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

Budgeted cost: £1221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards extra-curricular activities/enrichment activities and school trips. £458</p>	<p>Pupil Premium children will be given the same opportunities as their peers and are not excluded in any way from the wider curriculum or opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,5</p>
<p>Head teacher and named office staff member to monitor weekly the attendance levels of pupils. Parents of pupils with low attendance are invited to a meeting and supported with increasing their child's attendance levels. Multiple attendance strategies employed termly. £763</p>	<p>Children with high levels of attendance are able to make good progress due to thorough curriculum access. Pupils with high attendance are able to access additional support and bespoke intervention where needed.</p>	<p>2</p>

Total budgeted cost: £11,310

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 2025 to 2026 academic year.

1. Families were supported in a number of ways, not just financially. Examples of financial support included paying for school trips, paying for after school clubs, paying for Christmas activities and helping with second hand school uniform. We also ensured we were more inclusive at whole school events such as free entry to school fundraising events, raffle tickets etc.
2. Attendance figures fluctuated during the year, however the number of pupils for whom attendance was a concern improved due to targeted interventions and initiatives. Levels were closely monitored and tracked by our attendance officer.
3. Due to very small cohort sizes, percentages should be interpreted cautiously. Internal tracking shows pupil attainment –86% of PP children made expected progress in reading and 29% made better than expected progress. 71% of children made expected progress in writing and 29% made better than expected progress in writing. 86% of PP children made expected progress in maths and 43% made better than expected progress in Maths. This can be attributed to additional TA support, staff CPD, raised attendance and successful intervention groups.
4. Pupils had equal opportunities. We facilitated pupils attending after school clubs, ESA events, residential, activities week and other school trips.