

Pupil premium strategy statement – Wellington Eagles

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	1 of 3 2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sadie Broad
Pupil premium lead	Arianne Howitt
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£42,420

Part A: Pupil premium strategy plan

Statement of intent

At Eagles Primary Academy, we want to close the disadvantaged attainment and progress gap by providing additional targeted resources for disadvantaged learners and improving the quality of education for all learners. Additionally, we believe that every child deserves a rich and varied education and that we, as a school, should strive to provide as many opportunities as we can in order for our children to succeed. We recognise that, in order to provide high quality education to all our children, additional interventions and provisions are required for those for whom we receive Pupil Premium funding and Service Premium funding.

The strategy laid out in this report aims to achieve this by providing staff with training to ensure pupils are accessing high quality first teaching, providing purposeful resources, subsidising costs of education visits and providing opportunities for disadvantaged pupils that they usually would not have access to. Additionally, we aim to provide each class with an additional adult in the mornings to provide support for our pupils. In the afternoon, these adults will be used to provide key interventions for targeted pupils.

We want our disadvantaged learners to have the best possible education whilst providing them with a range of wider opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and discussions with staff show that disadvantaged pupils have low attainment across the core subjects (Reading, Writing, Maths)
2	Observations and discussions with staff and pupils show that pupil engagement and the resilience of disadvantaged pupils is lower than non disadvantaged pupils.
3	Observations and discussions with staff indicate that parental support and engagement (reading at home, visitor/visitor uptake) is lower for our disadvantaged pupils.
4	38.5% of our disadvantaged pupils are on the SEND register. Our assessments and observations of these pupils indicate that extra provisions are needed to support them with their learning.
5	Discussions, observations and pupil voice indicate that some of our disadvantaged pupils lack a sense of belonging.

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
Gaps in disadvantaged learners learning are addressed	<ul style="list-style-type: none"> - Gaps identified tracked (NC objectives) and planned for. - High quality first teaching in place and monitored through regular learning walks. - Focus groups / interventions in place to catch pupils up. - Assessment used to monitor effectiveness of teaching and learning. - Accelerated progress is visible.
Higher attainment across the core subjects (Reading, Writing and Maths) through improved quality first teaching	<ul style="list-style-type: none"> Diminished gap between disadvantaged and non-disadvantaged learners. - Disadvantaged learners in line with the national average of pupils meeting age related expectations. - High quality first teaching in lessons monitored through regular learning walks. - Lessons are planned to a high standard. - Book scrutiny used to monitor quality of teaching and learning. - Assessment used to monitor effectiveness of teaching and learning. - Disadvantaged learners working within focus groups / interventions. - Increased parental engagement in reading and home learning. - Teachers can confidently discuss the needs of disadvantaged pupils in their pupil progress meetings. - Disadvantaged learners have priority for intervention groups and extra-curricular clubs.
Engaged, confident and resilient learners	<ul style="list-style-type: none"> Improved outcomes for disadvantaged learners. - Disadvantaged learners are given priority for pupil leadership roles. - An embedded and engaging curriculum for all subjects. - Pupils are aware of the new school values and these values are taught through class and assemblies and are visible around school.

	<ul style="list-style-type: none"> - Opportunities for disadvantaged learners to show off their work in class in order to build confidence. - Lessons are engaging and the use of a variety of learning styles and opportunities engages learners and sparks their curiosity. - PSHE and visitors used to cover aspirations alongside regular discussions around life aims and goals. - Opportunities made available to disadvantaged learners so that they can gain new experiences. - Disadvantaged learners are given priority for extra-curricular clubs. - We aim to increase cultural capital to support their confidence in learning using a variety of internal and external experiences.
<p>Disadvantaged pupils share a sense of belonging (which leads to positive behaviour)</p>	<p>Increase sense of belonging and lessen behaviour incidents for disadvantaged pupils by:</p> <ul style="list-style-type: none"> - Pupils are prioritised in getting pupil leadership roles within school. - Pupils are prioritised in pupil voice. - Behaviour Lead to work with certain pupils with behavioural issues - Pupils access 'Soft Start' after arriving at school and before going into the classroom to ensure they are ready to learn. - A safe nurturing environment to promote sense of belonging. - Alternative social time option for those struggling during break and lunch times. - Offering a part funded/funded external enrichment opportunities to disadvantaged pupils.

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 amount: £32,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is at least good and often outstanding in every classroom every day. Teacher and teaching assistant development through CPD. Needs to be identified through learning walks, book scrutiny, professional dialogue and addressed through performance management. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Professional Coaching system in place for staff to embed continuous professional development.</p>	<p>What happens in the classroom makes the <i>biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited. – EEF (Education Endowment Foundation)</i></p> <p><i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. – EEF</i></p> <p><i>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. - EEF</i></p>	<p>1, 2, 4</p>
<p>Development of subject leaders and embed the school's curriculum</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited. – EEF</p>	<p>1, 2, 3, 4</p>
<p>Teaching assistants working within classes for core subjects under the direction of class teachers. TAs to develop pupil independent learning skills and provide one-to-one and small group support. Ongoing training for Teaching Assistants and new starters.</p>	<p>Results from observations made as part of the DISS project confirm teachers' views that TAs had a positive effect in terms of reducing disruption and allowing more time for teachers to teach. - EEF</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. - EEF</p>	<p>1, 2, 4, 5</p>

Develop and embed conscious discipline. Use elements of Brain Smart Starts in lessons. Using the Teaching and Learning handbook to embed consistency with staff. Consistent approach to staff training and efficiency with new starter training.	<i>The Brain Smart Start method aims to boost cognitive function, enhance productivity, and achieve peak mental performance through proven techniques and strategies</i> <i>Staff training and development can lead to gains in pupil outcomes, lower costs, time savings, and flexible work arrangements. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes - EEF</i>	1, 2, 4
Ensure a high quality delivery of Read, Write Inc phonics and ensure fidelity to the programme.	<i>Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils – EEF.</i>	1, 2, 3, 4,
Training for new staff on diagnostic reading assessments and GPS to ensure that assessments are administered and interpreted correctly.	<i>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 - EEF</i>	1, 2, 4

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

Budgeted amount: £7,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants to provide targeted interventions which are to be identified through assessments, Pupil Progress Meetings and discussions with the Inclusion Team.	<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. - The EEF Although the majority of TA-delivered interventions showing positive effects involve one-to-one instruction, small group approaches also show promise, with similar impacts observed compared to one-to-one interventions. Although further research is needed, this suggests it may be worth exploring small group interventions as a cost effective alternative to delivery on a one-to-one basis. – EEF The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. - EEF</i>	1, 2, 4

<p>Targeted 1:1 reading in school to ensure disadvantaged pupils are having a regular opportunity to read to an adult. Questioning from the adults will provide much needed comprehension skills development. Use of Accelerated Reader to provide a diagnostic for pupils. Additionally, to identify the correct reading levels for pupils and provide relevant assessments.</p>	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. - EEF</i></p>	<p>1, 2, 3, 4</p>
<p>Targeted 1:1 and/or small group interventions through additional boosters to address gaps in disadvantaged pupil's learning.</p>	<p><i>1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. - EEF</i></p>	<p>1, 2, 4</p>

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

Budgeted amount: £32,570 + resources: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for extra-curricular activities, enrichment and rewards. Developing our Outdoor Learning area and curriculum.</p>	<p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation,</i></p>	<p>2, 3, 4, 5</p>

	<i>confidence and team-working. There is a growing appetite to understand whether activities like these can promote improved outcomes, and there is also evidence that children from disadvantaged backgrounds are 3, 4, 6 9 currently less likely to participate in these types of activities. This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before we can be confident that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes. - EEF</i>	
Reading provision for disadvantaged learners to increase the children's love of reading. Supporting current reading interests by purchasing new books, introducing reading competitions and events across the year and revamping the school library.	<i>Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. - EEF</i>	1, 2, 3, 4
Contribution towards swimming lessons provided by the school. Subsidies and financial support for children eligible for the pupil premium grant. Contributions to be made in order for them to take part in school events (visits, visitors, extra curricular clubs etc)	<i>The breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities in themselves, irrespective of any measurable educational or labour market outcomes. – Social Mobility Commission.</i>	2, 3, 5
Parent/Teacher workshops – opportunities for parents to come in and see how and what is being taught across the school.	<i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. - EEF</i>	3
Build and embed a culture of community, belonging and positive behaviour through learning time (PSHE).	<i>Where behaviour is good in schools, it is easier for pupils to forge strong positive relationships both with their peers and with staff, which can create a more inclusive environment in which pupils feel seen,</i>	2, 5

<p>Engaging parents by offering first slots for parent evenings. Offering pupil leadership roles.</p>	<p><i>understood and safe. This is important not only for a positive and enjoyable school culture, but it is also likely to support attendance where absences or internal truancy may be caused by pupils not feeling they fully 'belong' in the school - EEF</i></p>	
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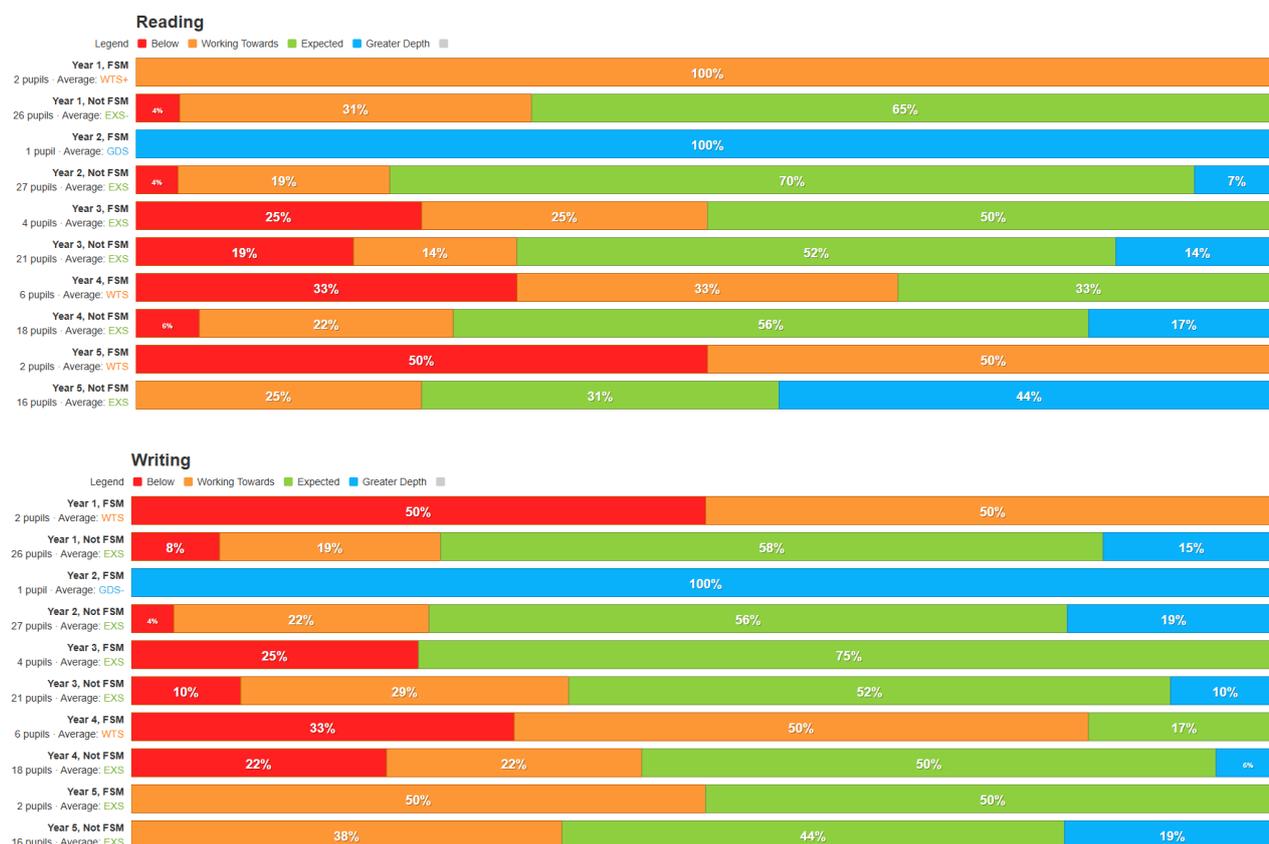
Total budgeted cost: £42,420

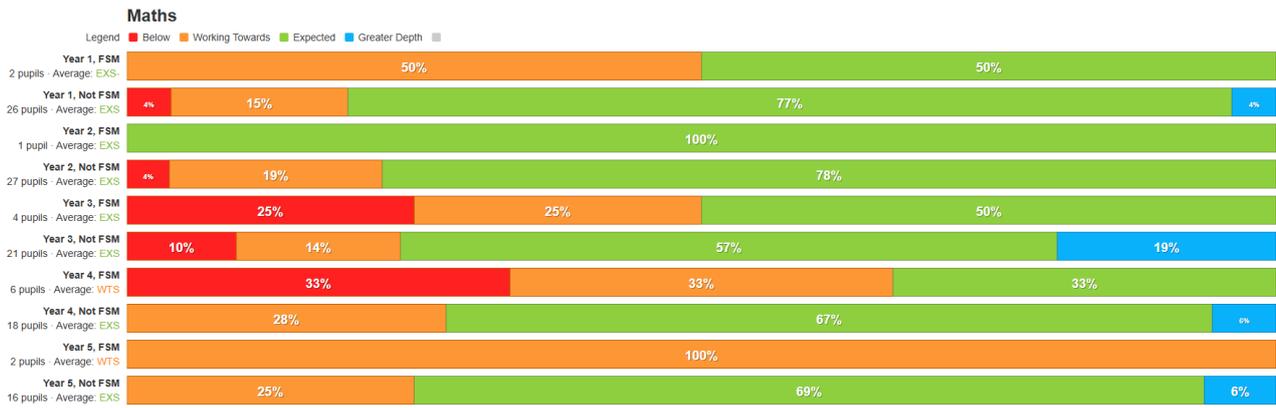
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium strategy has been written as an evaluation and the third year of a three-year plan. The majority of the actions set out by this strategy are aimed at increasing the academic achievement of our disadvantaged pupils and bringing them in line with their peers.

Our subject leaders have been supported by a curriculum consulted throughout this year. We use United Learning – a learning platform for foundation subjects and White Rose – a learning platform for Maths, which has given us consistency across subjects, across years groups – we are now working hard to embed this curriculum. Each subject has been planned out from Nursery to Year 6 and subject leaders have identified the curriculum progression needed to be taught each year to ensure pupils are able to build upon their prior learning. This will benefit our pupil premium pupils greatly as we are able to provide them with a curriculum that should enthuse them and make them want to learn more. By the end of this strategies cycle we should start to see the impact of this.





EXS+%	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	Non PP										
Reading	0%	65%	100%	77%	50%	66%	33%	73%	0%	75%	0%	56%
	(2)	(26)	(1)	(27)	(4)	(21)	(6)	(18)	(2)	(16)	(3)	(27)
Writing	0%	73%	100%	75%	75%	62%	17%	56%	50%	63%	0%	70%
	(2)	(26)	(1)	(27)	(4)	(21)	(6)	(18)	(2)	(16)	(3)	(27)
Maths	50%	77%	100%	78%	50%	76%	33%	73%	0%	75%	0%	52%
	(2)	(26)	(1)	(27)	(4)	(21)	(6)	(18)	(2)	(16)	(3)	(27)

All the data above has been taken from Teacher Assessments of all pupils during the Summer 2 assessment point. Teachers are asked to assess pupils against the National Curriculum objectives throughout the year. To support their judgements, the pupils also sit Reading, Writing and Maths test papers 3 times throughout the year which produce comparative standardised scores or raw score data. Moderation between peers and through pupil progress meetings also take place at several points throughout the academic year.

As seen in the above assessments, there are still some differences between our pupil premium pupils and their non-pupil premium peers. There is a clear need to focus on all subjects for our pupil premium pupils. During the previous academic year we introduced the Read Write Inc. Phonics scheme to our staff and pupils. This scheme has a proven track record for producing results but it takes time to embed. As the children come up through the school we should start to see an improvement in the number of children reaching age related expectations for Reading and Writing.

Historically, there has been a high turnover of staff and therefore staffing across some year groups has been inconsistent – we now have a good team in place and consistency being shown across the school.

We have been supported by Learning Trust Advisors and this has enabled us to work on certain areas of development – we are now working on sustaining consistency in these areas.

Through the purchases of our standardised assessments, Insight Tracking and Accelerated Reader, we all now have a greater understanding of the gaps in our pupils' knowledge. These resources have allowed us identify individual's areas of need and teachers have been able to make changes to their long-term plans to adjust for these gaps. This has led to the significant increase in attainment for our pupils as lessons better suit their needs. We are aware that further training needs to take place for this due to changes in staff and to ensure a consistent approach to this across the school.

Having additional staff in the mornings to support with core learning has meant that our pupil premium children have had access to breakaway groups. These focused groups have allowed for more personalised teaching which has impacted the above results especially in Maths. The additional support staff in the mornings will continue to drive this progress further and start to bring our pupil premium pupils in line with their peers.

Children now have a fully stocked library and more books are being purchased to encourage the love of reading. Our pupil premium pupils are being exposed to as many books as possible and their interests are being considered and they are listened to regularly. This will continue to be developed going forward. The aim this year is to introduce reading events and challenges across the year to help children foster a love of reading. We would like to provide our pupil premium children with books that they can keep at home to further encourage reading.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding

Please see Service Premium Report