

Pupil premium strategy statement

This statement details East Bergholt CEVC Primary's use of pupil 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 ourschool.

School overview

Detail	Data
School name	East Bergholt CEVC Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Clare Sampson
Pupil premium lead	Laura Tuttlebee
Governor / Trustee lead	Chris Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,715
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,715

Part A: Pupil premium strategy plan

Statement of intent

At East Bergholt CEVC Primary School our ultimate objective is that all pupils, regardless of their background or the challenges they face, make good progress and achieve highly across the curriculum. We are committed to ensuring that disadvantaged pupils not only achieve outcomes in line with their peers but also develop the knowledge, skills, and confidence they need to thrive in the next stage of their education and beyond.

Our current pupil premium strategy plan works towards this goal through the EEF's three-tiered approach:

1. **Teaching** – High-quality teaching is at the heart of our approach, as this has the greatest impact on closing the attainment gap while also raising attainment for all pupils. We focus on improving teaching in areas where disadvantaged pupils most need support, ensuring they are consistently challenged, and that staff maintain ambitious aspirations for what every pupil can achieve.
2. **Targeted academic support** – Responsive intervention is provided at the point need is identified, based on robust diagnostic assessment rather than assumptions. This ensures that gaps are addressed quickly before they widen, and that disadvantaged pupils are supported to catch up and keep up.
3. **Wider strategies** – We recognise that barriers to learning extend beyond the classroom. Our strategy therefore includes actions to promote good attendance, readiness to learn, and positive wellbeing, so that pupils are in the best position to succeed academically and personally.

The key principles that underpin our strategy are:

- High expectations for all pupils.
- Early identification and timely intervention.
- Evidence-informed practice, rooted in research and adapted to our school's context.
- Whole-school responsibility, with all staff accountable for disadvantaged pupils' outcomes.
- Sustained improvement for all pupils, with non-disadvantaged attainment maintained and improved alongside accelerated progress for their disadvantaged peers.

Through this tiered approach, we aim to ensure that disadvantaged pupils are supported to flourish academically and personally, enabling them to fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils across a range of subjects.
2	Observations and discussions with pupils and families highlight social and emotional challenges, including anxiety, trauma, and difficulties linked to SEND. These issues are more prevalent among disadvantaged pupils and can have a negative impact on learning and attainment.
3	Assessments, observations, and pupil voice indicate that some disadvantaged pupils have less consistent access to support with homework, regular reading, sporting opportunities, and enrichment activities outside school. This can limit both academic progress and broader personal development.
4	Assessments, observations, and discussions with pupils identify underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These challenges are evident from the early years and persist through to KS2, and are more common among disadvantaged pupils than their peers.

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
Disadvantaged pupils will make accelerated progress so that the attainment gap between disadvantaged and non-disadvantaged pupils is reduced across core subjects.	<ul style="list-style-type: none"> • Regular termly assessments track and demonstrate improving progress for disadvantaged pupils in reading, writing, and mathematics • Standardised test scores, including SATs, show a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils • An increasing proportion of disadvantaged pupils meet or exceed age-related expectations, with outcomes moving closer to those of their non-disadvantaged peers
To improve the social and emotional wellbeing of disadvantaged pupils, ensuring they are better supported to manage anxiety, trauma, and difficulties linked to SEND, so they are able to engage positively with learning.	<ul style="list-style-type: none"> • Regular wellbeing surveys and teacher observations indicate improved emotional health and resilience among disadvantaged pupils • Data from ELSA and SEND support reports show measurable improvements in pupils' ability to manage emotions and access learning • Fewer reported incidents of anxiety and trauma-related concerns among disadvantaged pupils, alongside increased evidence of positive engagement in class and wider school life.
To strengthen parental engagement and increase disadvantaged pupils' access to consistent support for homework, regular reading and wider opportunities such as sport and enrichment activities, so that learning is reinforced both at home and through broader personal development experiences.	<ul style="list-style-type: none"> • Annual surveys show improved parental engagement and involvement in their children's education • Tracking data shows improved rates of homework completion among disadvantaged pupils • Monitoring records indicate increased participation of disadvantaged pupils in school-organised sporting events and enrichment activities • Over time, disadvantaged pupils demonstrate higher levels of engagement with learning and personal development through increased parental engagement scores, improved homework completion rates, and greater involvement in extracurricular activities
To accelerate the development of oral language and vocabulary among disadvantaged pupils so that gaps with their peers are reduced, supporting stronger communication, reading and wider learning across the curriculum.	<ul style="list-style-type: none"> • Regular assessments track improvements in oral language skills and vocabulary from Reception through to KS2 • Teacher observations and classroom monitoring show increased use and application of a broader vocabulary by disadvantaged pupils • Progress reports from speech and language therapists demonstrate improvements for pupils receiving targeted support • Standardised language assessments indicate that an increasing number of disadvantaged pupils achieve age-appropriate levels in oral language and vocabulary

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: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional support through the development of trained ELSAs (Emotional Literacy Support Assistants).</p> <p>Two members of staff will complete accredited ELSA training this year, and the school will buy into a supervision package to ensure their practice is high quality, evidence-informed and sustainable.</p> <p>Redecoration and resourcing of the ELSA room, including new furniture (sofa, rug, storage units), books, and therapeutic resources, to provide a welcoming and supportive environment for pupils accessing social and emotional support.</p>	<p>There is extensive evidence that the development of children’s social and emotional skills is linked to improved outcomes at school and in later life, including academic attainment, behaviour, attitudes and peer relationships. The Education Endowment Foundation’s guidance highlights the importance of embedding social and emotional learning, supported by high-quality staff development and consistent implementation.</p> <p><i>Education Endowment Fund Diagnostic Improving Social and Emotional Learning in Primary Schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2</p> <p>ELSA Training x 2 £1,200</p> <p>Supervision £1,000</p> <p>Redecoration and resourcing £1,500</p>

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

Budgeted cost: £ 28,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments in reading (PIRA), termly assessments in maths (White Rose) and CPG books for Year 6 maths boosters. Provide staff training to ensure assessments are administered and interpreted accurately, enabling teachers to use the information to inform teaching and intervention effectively.</p>	<p>The Education Endowment Foundation highlights that diagnostic assessments can provide valuable insights into pupils' thinking, strengths, and misconceptions. When used effectively, they can indicate areas for development for individual pupils or across classes and year groups. Staff training ensures that assessments are used purposefully and consistently, with a clear understanding of how information gathered will inform next steps in teaching and learning.</p> <p><i>Education Endowment Fund Diagnostic Assessment Evidence Insights</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1706640166</p>	<p>1 and 3</p> <p>PIRA Tests - £1,200.00</p> <p>SATs books - £300.00</p> <p>Digital online access to White Rose – £360</p>
<p>Provide daily reading opportunities for disadvantaged pupils who may have limited chances to practise at home. Each afternoon, three pupils per class take part in a 10-minute supported reading session, totalling around 3.5 hours of targeted reading support across the school each day. This ensures pupils receive consistent practice in fluency and comprehension while fostering a love of reading.</p>	<p>Research highlights the significant benefits of regular reading with children. The National Literacy Trust notes that reading aloud provides comfort, builds self-esteem, strengthens vocabulary, stimulates imagination and supports wellbeing. Regular reading is strongly linked with improved academic performance across a wide range of subjects, as well as enhanced social and emotional development. By embedding daily reading opportunities in school, we ensure disadvantaged pupils experience the benefits of regular reading practice and begin to establish positive lifelong reading habits.</p> <p><i>National Literacy Trust: Reading to Children is so Powerful</i></p> <p>https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/</p>	<p>1, 3 and 2</p> <p>Daily Reading Support- £10,847</p>
<p>Provide additional targeted phonics sessions (Little Wandle Catch Up) for disadvantaged pupils in Team 1 who require further support. Two groups receive 15 minutes each of structured intervention daily, totalling 30 minutes</p>	<p>Phonics approaches have a strong evidence base, showing a positive impact on early reading skills, particularly for disadvantaged pupils. Evidence from the Education Endowment Foundation indicates that targeted phonics interventions can accelerate progress in decoding and word recognition, especially when delivered as frequent, time-limited sessions over a sustained period (typically up to 12 weeks). Research also highlights that disadvantaged pupils</p>	<p>1</p> <p>Daily Interventions in the afternoons by Teaching Assistants</p> <p>£1,550</p>

<p>per day, delivered alongside daily phonics teaching.</p>	<p>may benefit particularly from explicit phonics instruction, as they are more likely to have had fewer opportunities to develop phonological awareness through spoken language and shared reading at home. Providing additional phonics sessions helps to address these barriers, ensuring pupils build the foundational reading skills needed for wider curriculum access.</p> <p><i>Education Endowment Fund – Phonics</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Provide additional targeted maths sessions (Number Stacks) for disadvantaged pupils in Years 1–6 who require further support. Each day, three pupils receive 10 minutes of structured intervention, totalling 30 minutes daily, delivered by trained staff alongside regular classroom teaching.</p>	<p>Evidence from the Education Endowment Foundation shows that Teaching Assistants are more likely to have a positive impact on attainment when delivering structured interventions than when providing general classroom support. Within trials, one-to-one support by trained staff has led to significant gains in numeracy skills. Structured maths interventions therefore offer an effective way to address gaps and accelerate progress for disadvantaged pupils who require additional support.</p> <p><i>Education Endowment Fund – Catch Up Numeracy</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy?utm_source=/projects-and-evaluation/projects/catch-up-numeracy&utm_medium=search&utm_campaign=site_search&search_term=mastering%20maths</p>	<p>1 Teaching Assistants £9,297</p>
<p>Develop a dedicated Forest School area with associated resourcing. Alongside this, all teachers will attend an ‘Outside Learning’ course, and one member of staff will be trained as a qualified Forest School Leader. This will expand the school’s wider offer for disadvantaged pupils and ensure they have regular access to high-quality outdoor learning experiences.</p>	<p>Research shows that Forest Schools and structured outdoor learning can have a significant positive impact on disadvantaged pupils. Evidence highlights benefits such as improved confidence, social skills, communication, motivation, physical health and resilience. These wider skills and attitudes in turn support engagement and attainment back in the classroom. Access to rich, experiential learning opportunities also helps address inequalities in pupils’ exposure to nature and outdoor environments.</p> <p>Forest School Association – <i>The Case for Forest School</i> https://forestschoollassociation.org/the-case-for-forest-school</p>	<p>3 Forest Schools Area, Resourcing and Training £4,698</p>

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

Budgeted cost: £ 14,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer frequent sporting experiences and opportunities for disadvantaged pupils, ensuring participation in high-quality physical activity as part of a broad and balanced curriculum.</p>	<p>The Education Endowment Foundation reports that engaging in physical activity interventions has, on average, a positive impact equivalent to an additional two months' progress over the course of a year. While the type of sporting activity is less important, the quality of provision and its connection to wider learning are critical in securing impact. Regular physical activity is also associated with wider benefits, including improved physical development, health, wellbeing, attendance and social relationships. Providing frequent sporting experiences ensures that disadvantaged pupils access these benefits on a consistent basis, supporting both academic attainment and personal development.</p> <p><i>Education Endowment Fund Physical Activity</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=enrichment%20activities</p>	<p>3</p> <p>Sports Coach-£3,500 Sports Admin - £1,000 Sensory Circuits Training – £200</p>
<p>Provide weekly in-class speech and language support sessions, delivered by teaching assistants, for individual pupils who require targeted help with oral language development.</p>	<p>The Education Endowment Foundation reports that oral language interventions can have, on average, a positive impact of around six months' additional progress, particularly in reading comprehension. These approaches also support oral language outcomes, such as vocabulary development, story retelling and understanding spoken language. Evidence suggests that the most effective programmes combine both speaking and listening activities, tailored to pupils' specific needs. Wider benefits have also been identified, including improved confidence, attention, and self-regulation. Targeted speech and language therapy therefore provides disadvantaged pupils with structured support to address communication barriers, which in turn strengthens literacy and wider learning across the curriculum.</p> <p><i>Education Endowment Fund Oral Language Interventions</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p> <p>SALT interventions weekly £2,315</p>

<p>Improve the quality of social and emotional support through the development of Emotional Literacy Support Assistants (ELSAs). Two staff members to be trained, with further professional development and supervision in place to ensure the role is sustained and effective.</p>	<p>The Education Endowment Foundation highlights extensive evidence linking strong social and emotional skills with improved outcomes in school and later life, including academic attainment, attitudes, behaviour and peer relationships. EEF research shows that effective SEL can lead to an average of +4 months' additional progress over the course of a year. Ensuring staff are trained and professionally supervised is essential for delivering consistent and impactful support.</p> <p><i>Education Endowment Fund Diagnostic Improving Social and Emotional Learning in Primary Schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2</p> <p>ELSA Sessions for pupils in the afternoons</p> <p>£7,748</p>
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Total budgeted cost: £46,715

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 2024 to 2025 academic

Improved Reading and Maths Attainment among Disadvantaged Pupils

Throughout the 2024–2025 academic year, the school’s pupil premium activities have contributed to measurable improvements in outcomes for disadvantaged pupils, particularly in reading, phonics and mathematics. At the end of KS2, 72% of disadvantaged pupils achieved the expected standard in reading (compared with the national figure of 61%), and 38% achieved the Greater Depth standard (national 18%). In mathematics, 70% reached the expected standard, again above the national disadvantaged figure of 59%. These improvements reflect the impact of targeted interventions such as daily reading, Little Wandle catch-up sessions and Number Stacks, combined with high-quality classroom teaching. Internal assessments confirm that disadvantaged pupils made accelerated progress in mathematics across the year, helping to narrow the attainment gap with non-disadvantaged pupils. In the Early Years, 56% of disadvantaged pupils achieved a Good Level of Development (compared with the local authority average of 48%). In KS1, 79% of disadvantaged pupils achieved the expected standard in reading (LA 55%) and 76% in mathematics (LA 56%). Regular internal assessments have also confirmed consistent progress in maths, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.

Sustained High Levels of Wellbeing

The school’s focus on enhancing and sustaining pupil wellbeing, with particular attention to disadvantaged pupils, has led to positive outcomes. Evidence from pupil voice, parent surveys, and teacher observations indicates that pupils feel better supported both socially and emotionally. This has translated into improved engagement in learning and stronger attitudes to school. The introduction and expansion of the ELSA programme has been a key factor, providing timely and targeted support that has increased pupils’ access to high-quality emotional and social support. CPOMS records also show a reduction in incidents linked to anxiety-related behaviour, further evidencing the impact of this work.

Daily Reading Support

During the 2024–2025 academic year, the introduction of daily reading support for pupils who have limited opportunities to practise at home had a positive impact on disadvantaged pupils’ attainment. Reading assessments show that 65% of disadvantaged pupils across the school achieved the expected standard in reading, compared with the national figure of 61%. Teacher observations and assessment data also indicate marked improvements in fluency, comprehension, and confidence. This targeted pupil premium activity has therefore contributed directly to narrowing the reading attainment gap between disadvantaged pupils and their peers.

Increased Participation in Sporting and Enrichment Activities

During the 2024–2025 academic year, pupil premium funding was used to increase disadvantaged pupils’ access to sporting and enrichment opportunities by removing financial and practical barriers. As a result, participation rates among disadvantaged pupils rose significantly. Qualitative evidence from pupil voice and teacher observations highlights increased enthusiasm, confidence, and engagement in school events and extracurricular activities.

Improved Oral Language Skills and Vocabulary

Assessments and observations during 2024–2025 show clear improvements in oral language and vocabulary among disadvantaged pupils. Evidence from classroom engagement, book scrutiny, and formative assessments confirms this progress. Vocabulary-rich teaching and targeted speech and language therapy have been key drivers of these outcomes.

Summary

In 2024–2025, pupil premium activities at East Bergholt CEVC Primary School improved outcomes for disadvantaged pupils in reading, maths and phonics, with attainment above national figures in key areas. Wellbeing support reduced anxiety-related incidents, and wider opportunities in sport and enrichment boosted engagement. These strategies have helped narrow gaps and strengthen both academic progress and personal development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	
Number Stacks	