Pupil premium strategy statement

This statement details East Bergholt CEVC Primary's use of pupil premium (for the 2026 to 2027 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	189
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£43,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previousyears (enter £0 if not applicable)	£0
Total budget for this academic year	£43,320

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 ourdisadvantaged 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.	• 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.	• 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.	• 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.	• 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: £8,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality and consistency of social and emotional support for disadvantaged pupils through the provision of two trained Emotional Literacy Support Assistants (ELSAs). Two trained members of staff will deliver targeted ELSA interventions to support pupils' emotional literacy, emotional regulation, resilience and social skills. The school will fund regular ELSA supervision to support reflective practice, maintain the quality of provision and ensure that interventions are delivered consistently and sustainably.	Evidence indicates that developing pupils' social and emotional skills can positively influence behaviour, attitudes to learning, peer relationships and academic outcomes. The Education Endowment Foundation (EEF) highlights the importance of a planned and consistent approach to social and emotional learning, supported by high-quality staff development and effective implementation. *Education Endowment Fund Diagnostic Improving Social and Emotional Learning in Primary Schools* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	ELSA Supervision £1, 758.00 ELSA Staffing £6,669.00

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

Budgeted cost: £ 18,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised diagnostic reading assessments (PiRA), targeted Year 6 mathematics revision resources (CGP) and digital access to Little Wandle to support the identification of learning gaps and the delivery of targeted teaching and intervention for disadvantaged pupils. Provide staff training to ensure assessments are administered and interpreted accurately, enabling teachers to use assessment information effectively to inform teaching, identify misconceptions and plan appropriate support.	The Education Endowment Foundation (EEF) highlights that diagnostic assessments can provide valuable insights into pupils' strengths, misconceptions and gaps in understanding. When used effectively, assessment information enables teachers to adapt teaching, target interventions and address identified learning needs. The use of structured revision resources supports opportunities for targeted practice and consolidation of key mathematical knowledge and skills. Access to Little Wandle resources supports a consistent and systematic approach to phonics and early reading. Staff training supports the accurate interpretation and effective use of assessment information, ensuring that teaching and interventions are responsive to pupils' needs. *Education Endowment Fund Diagnostic Assessment Evidence Insights* https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1706640166	1 and 3 PIRA Tests - £398.00 SATs books - £177.00 Digital online access to Little Wandle – £750.00
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.	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. *National Literacy Trust: Reading to Children is so Powerful* https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/	1, 3 and 2 Daily Reading Support- £5,041.00

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 per day, delivered alongside daily phonics teaching.	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 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. *Education Endowment Fund – Phonics* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics*	1 Daily Interventions in the afternoons by Teaching Assistants £1,550
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.	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. *Education Endowment Fund – Catch Up Numeracy* *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*	1 Teaching Assistants £9,297
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.	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. Forest School Association – *The Case for Forest School* *https://forestschoolassociation.org/the-case-for-forest-school*	3 Forest Schools Training £1,200

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

Budgeted cost: £ 16,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer frequent sporting experiences and opportunities for disadvantaged pupils, ensuring participation in high-quality physical activity as part of a broad and balanced curriculum.	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. *Education Endowment Fund Physical Activity* 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%20activites	3 Lunchtime Sports Coach-£6,080 Lunchtime Dance Club – £200 Lunchtime Netball Club - £200
Implement the OPAL (Outdoor Play and Learning) programme to improve the quality of play opportunities and promote positive social interactions, emotional wellbeing and physical development. Investment in play resources, equipment and staff development will support the provision of inclusive, engaging and purposeful play experiences, particularly for disadvantaged pupils.	Research highlights the importance of high-quality play opportunities in supporting children's social, emotional and physical development. Access to inclusive and engaging play experiences can help pupils develop communication, cooperation, resilience, independence and positive peer relationships. The Education Endowment Foundation (EEF) highlights the importance of developing pupils' social and emotional skills to support positive behaviour, relationships and engagement with learning. The OPAL approach aims to provide opportunities for pupils to develop these skills through structured support for high-quality, child-led play. **EEF Guidance Report:** *Improving Social and Emotional Learning in Primary Schools*	3 OPAL programme implementation, resources and development of play provision £10,000

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

Total budgeted cost: £43,320

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

Improved Reading, Writing and Mathematics Attainment

Throughout 2025–2026, the school continued to prioritise improving outcomes for disadvantaged pupils through high-quality teaching, targeted interventions and early identification of learning gaps.

At Key Stage 2, disadvantaged pupils achieved encouraging outcomes across core subjects. In reading, 67% achieved the expected standard, exceeding the national comparison of 63%, with an average scaled score of 104 compared with 103 nationally. Writing outcomes were similarly positive, with 67% achieving the expected standard against 60% nationally. In mathematics, 67% achieved the expected standard compared with 62% nationally, while GPS attainment was 67%, above the national figure of 61%. These results are encouraging and reflect the school's continued focus on targeted support, including daily reading, Number Stacks interventions and diagnostic assessment. Although combined reading, writing and mathematics attainment remained below national comparisons, outcomes in individual subjects provide a positive foundation for further improvement.

Strong Phonics and Early Reading Outcomes

The school's investment in systematic phonics teaching and targeted Little Wandle interventions remained a key priority. In 2025–2026, 100% of disadvantaged Year 1 pupils achieved the expected standard in the Phonics Screening Check, significantly exceeding the national comparison of 68%. This represents a substantial improvement on the previous year's cohort and is a particular strength. Positive Key Stage 2 reading outcomes further highlight the school's focus on developing reading fluency, comprehension and confidence. Daily reading opportunities and targeted phonics interventions will continue to support pupils requiring additional practice.

Targeted Mathematics Support

Structured mathematics interventions, including Number Stacks, continued to support disadvantaged pupils in developing mathematical understanding and confidence. At Key Stage 2, 67% achieved the expected standard, above the national comparison of 62%. However, Multiplication Tables Check outcomes identified multiplication fluency as an ongoing priority, with an average score of 16 compared with approximately 19.9 nationally. Targeted intervention and regular assessment will continue to address gaps and strengthen mathematical fluency.

Supporting Social and Emotional Wellbeing

The school continued to strengthen its provision for disadvantaged pupils' emotional wellbeing through investment in Emotional Literacy Support Assistants (ELSAs), staff training, supervision and dedicated resources. This has increased the school's capacity to provide consistent, targeted support for pupils experiencing emotional and social challenges, helping to address barriers to engagement and learning.

Sporting, Outdoor Learning and Enrichment Opportunities

Pupil premium funding continued to support sporting opportunities, Forest School development and outdoor learning experiences. These initiatives broadened the provision available to disadvantaged pupils, promoting opportunities to develop confidence, resilience, teamwork and positive relationships while supporting inclusion and personal development.

Developing Oral Language and Vocabulary

Targeted speech and language support and vocabulary-rich teaching remained priorities throughout the year.

Early Years outcomes highlighted the continued importance of early intervention, with 20% of disadvantaged pupils achieving a Good Level of Development compared with approximately 55% nationally. The school will maintain its focus on early communication, vocabulary development and targeted support.

Summary

Overall, 2025–2026 demonstrated encouraging attainment among disadvantaged pupils, particularly in Key Stage 2 core subjects and Year 1 phonics. Continued investment in targeted academic support, emotional wellbeing and enrichment strengthened the school's provision.

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	