

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	East Hoathly Primary and Nursery
Number of pupils in school	73N-Y6 (71 R-Y6)
Proportion (%) of pupil premium eligible pupils	15.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2025 -2026
Date this statement was published	Jan 26
Date on which it will be reviewed	Dec 26
Statement authorised by	James Procter Exc Head Alice Briley HT
Pupil premium lead	Alice Briley
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,480
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,480

Part A: Pupil premium strategy plan

Statement of intent

At the Pioneer Federation, we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our schools every chance to realise their potential.

When making decisions about using the funding we look at common barriers to learning such as language and communication skills, social and emotional aspects of learning including confidence, attendance, punctuality and support at home. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously been in the care system or are young carers.

Our main objective in deciding how to use the Pupil Premium funding is to ensure that the gap between groups of pupils is narrowed and that all vulnerable children make good progress from their starting point including those who are already high attainers. We aim to ensure that high quality teaching and targeted interventions alongside wider strategies that support being ready to learn, help remove barriers to learning and progress.

We believe in building belief, resilience and a “can do” attitude. The school community works hard to develop resilience and perseverance in all our children, staff believe that all children can succeed and we celebrate individual strengths and have high expectations for all children.

The federation believes in providing the highest quality of teaching and acknowledges that early intervention is key and needs to be focused on the areas in which our vulnerable pupils are struggling to make good progress. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development Plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs. The focus of the National Tutoring programme is also closely linked to this strategy.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans. Plans and strategies are put in place and reviewed following data analysis to ensure the best possible outcomes for all children. Children’s progress is analysed termly to support this. In addition we seek advice from our local authority, and utilise other areas of

expertise, such as Education Endowment Foundation, East Sussex Behaviour and Attendance service, our School Improvement Partner and other Headteachers.

All staff are aware of PPG children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

Challenges

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

Challenge number	Detail of challenge
1	Developing language and communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is also evident in disadvantaged pupils generally having greater difficulties with reading than their peers.
2	Developing social and emotional skills Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater social and emotional needs.
3	Attendance 27% of our disadvantaged pupils are persistently absent. Assessments and observations indicate that lower attendance is negatively impacting these disadvantaged pupils' progress.

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
Language needs will be identified and appropriate supports are in place for PPG children with language needs. Children with SEND/PPG cross over will make measurable progress on the school trackers or their APDR targets	Language link screeners take place in Oct and in Feb for those with low scores. Language link or other programmes are in place for identified children Parents of PPG pupils attend meetings and will engage/consent for the offered support or appropriate referrals

PPG children make good progress and attain well in reading, phonics and are fully engaged in writing and make good progress	<p>PPG pupils in Y1 meet the threshold for the Year 1 phonics screener</p> <p>PPG pupils make good progress (6 steps or more) in reading over the academic year</p> <p>PPG pupils are engage in writing and making expected progress in KS2</p> <p>PPG pupils in Y6 are working at expected levels of attainment or have made 6 steps progress in reading over the year.</p> <p>KS1 & KS2 reading outcomes in 2025 to show that more disadvantaged pupils met the expected standard.</p> <p>Lexia reading programme</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance across next 2 years demonstrated by:</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Improved social and emotional wellbeing for those struggling to regulate	<ul style="list-style-type: none"> Improved thrive profiling scores. Positive changes and developments in behaviours and attitudes <p>Engagement in personal development strategies</p>

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: **£600** +£7051 plus core offer/SDP

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours allocated for PPG support to allow early assessment, identification of need and intervention to fill gaps and to promote	<p>The EEF recommends a focus on ensuring Quality First Teaching, EEF recommendations for SEND – p3 ensure all pupils have access to quality first teaching</p> <p>EEF Making the best of Teaching Assistants p6 4 – ensure TA are prepared for their role</p> <p>The EEF recommends a focus on ensuring Quality First Teaching.</p> <p>EEF toolkit phonics +5 intervention</p>	1,2, 3

relationship building as quickly as possible 4 x 2 hours weekly Additional adult in the Y1/2 class to support early literacy delivery in single class groups in T3 £11,480	Early intervention foundation: https://www.eif.org.uk/why-it-matters/how-do-we-know-it-works	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1233+904.50+ 232+220+810+2394+365+1000+392+90= 7640.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
50 Lexia Core 5 reading programme licenses bought £1233 (1/3 of 3 year deal)	EEF effective use of ICT Use evidence based interventions – experience at other Pioneer schools (SMV) has evidence above expected progress in at all levels of attainment. Teaches comprehension – higher level skills – EEF improving literacy in KS1 EEF toolkit phonics +5 intervention Homework EEF Toolkit +5	1
Individual Thrive profiling and Wellbeing actions plans (Thrive/Zones of regulation) built into SEND and behaviour support plans as needs are identified £273 (portion of the Federation license)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19) EEF improving Social and emotional learning in primary schools pt 5 – reinforce SEL with whole school based ethos and activities	1, 2
Language link Screener KS1– screen all Reception and KS1 and put in place interventions as necessary(£220	The EEF guide to the pupil premium - key lessons EYFS is key The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics EEF toolkit oral language interventions – high impact low cost 1 impact +6	1,2,3

	EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills Oral language interventions +6	
Acquisition of additional 10 Clicker licenses £810	Evidence at other Pioneer schools with EHCP and other pupils indicates that scaffolded ICT writing support can support engagement and evidence pupils ideas when they struggle with fine motor skills.	2
Employment of SAL therapist to complete 4 x full assessment reports and programme £365 Employment of SAL practitioner to model the programme delivery 10 sessions for 4 pupils £1000	The EEF guide to the pupil premium - key lessons EYFS is key The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics EEF toolkit oral language interventions – high impact low cost 1 impact +6 EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills Oral language interventions +6	1,3

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

Budgeted cost: £ 400+400+700+1250+1800=£4550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to trips and extracurricular activities, additional resources , uniform, including book bags for new PP pupils £750(residential)+500	Feeling part of the group, cultural capital OFSTED framework2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	1
Dragonflies (3 x pupils x 12 sessions) play therapy £1900		1

Total budgeted cost: £4,515+ £7,051, £11,429= £18,480

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 year.

Success criteria 24-25		
Intended outcome	Success criteria	
Low receptive and expressive language, parental engagement or other SEND/wellbeing needs impacting greatly on the engagement and progress of the SEND/PPG cross over children	Language link screeners take place in Oct and in Feb for those with low scores. Language link or other programmes are in place for identified children Parents of PPG pupils attend meetings and will engage/consent for the offered support or appropriate referrals	1. Language needs identified and targeted interventions in place throughout the year. Pupils make progress from their starting points.
PPG children make good progress and attain well in reading, phonics and are fully engaged in writing and make good progress	PPG pupils in Y1 meet the threshold for the Year 1 phonics screener PPG pupils make good progress (6 steps or more) in reading over the academic year PPG pupils are engage in writing and making expected progress in KS2 PPG pupils in Y6 are working at expected levels of attainment or have made 6 steps progress in reading over the year.	77% pupils in year 1 passing the phonics screening <ul style="list-style-type: none"> • Year 6 Reading 80% EXP • Year 6 Writing 60% EXP
PPG pupils make good progress in maths	Language needs that impact on maths are identified as above Most PPG pupils make good progress (6 steps or more) over the academic years. Those not making expected progress have support programmes in place and /or	<ul style="list-style-type: none"> • Year 6 Maths 70% EXP • Year 6 Maths 20% GDS PP children making good progress

	appropriate advice from external professionals,	
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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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included above
What was the impact of that spending on service pupil premium eligible pupils?	Included above

Further information (optional)