Pupil premium strategy statement – Easton Royal Academy

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	53
Proportion (%) of pupil premium eligible pupils	9% (5 pupils)
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)**	2025 – 2026 2026 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Beck Stubbs
Pupil premium lead	Beck Stubbs
Governor / Trustee lead	Rob Faure Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4545
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*	£4545

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. As a small school with a significantly lower than national proportion of children whose families qualify for Pupil Premium, we will consider the challenges faced by all vulnerable pupils and those facing challenges; academically, socially and emotionally.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs. Continued assessment identifies those children who are not achieving as well as they might be. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- regularly review and evaluate the progress of all learners
- place a consistent focus on reading at all ages to ensure that all children develop an at least age appropriate reading level including a focus on developing fluency

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. ***Due to low numbers (5 pupils), our strategy is based around individual, personalised practice rather than group decisions. Our strategy wording reflects this.***

Challenge number	Detail of challenge
1	**Pupils 1, 4 and 5** have some mental health and wellbeing needs that can sometimes present a barrier to learning and attendance. All three pupils have been assessed using the 'strengths and difficulties questionnaire' (SDQ).
2	**Pupil 1** has special educational needs and needs support with social engagement with peers, especially outside a usual structured classroom setting.
3	**Pupil 1** will need significant transition support with a move to KS3, related to the interplay between SEND and anxiety).
4	**Pupil 5** is below age-related expectations for reading, writing and maths as assessed by NFER standardised scores and teacher assessment.
5	**All 5 pupils** currently have social & emotional barriers which prevent them attending clubs. **All pupils have financial barriers.**
6	**Pupils 2 and 3** are meeting all age-related expectations and have no SEND or wellbeing concerns. They attend a range of school clubs, including breakfast club and also take part in extended curriculum trips and visits, including residentials.

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
Mental health and wellbeing needs of pupils 1,4 and 5 are well-supported by school	• All 3 pupils show improved SDQ scores in targeted areas at each review point (x3 a year/seasonal terms). • They are able to name the staff in school they would talk to if they had a worry. They report improvements in wellbeing and can talk about any strategies they use. • Record from ELSA show strong engagement and staff and children feel the sessions are beneficial. • Records indicate strong engagement from the school with parents and carers and external agencies, where appropriate.
Pupil 1 feels positive about peer relationships in school	• Pupil 1 is able to talk about strategies to manage conflict independently as well as strategies to involve adults at the right time. • Improved SDQ score over time. • Pupil 1 is able to talk about self-reflection strategies taught as part of ELSA (with a trusted adult). • Strategies are well communicated with parent.
Pupil 1 has a smooth transition to KS3 and attends KS3 setting with high attendance in September 2026.	• Documentation evidences that ERA have initiated early and supported ongoing transition arrangements for KS3. • Pupil 1 understands the plan for KS3 and every possible step has been taken by ERA to facilitate school visits and access additional transition support. • KS3 school are well-infoemed about Pupil 1's needs. • ELSA records detail transition support.
Pupil 5 makes significant progress and evidence shows the achievement gap is closing with peers in Reading, Writing and Maths.	• NFER standardised scores in Reading and Maths improve term on term. • YARC score for reading improves between autumn and summer assessment points. • LW reading fluency score improves and text difficulty is increased. • Handwriting improves (as evidenced in pupil work). • Teacher assessments of pupil 5's written work improves significantly and these improvements are also visible in writing.
Pupils 1 and 5 benefit from the school wider clubs offer and the additional opportunities this brings.	• Registers indicate club attendance. • Pupils talk about club experience positively.

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 cost: **£1513**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised strategy meetings to plan targeted teaching and support	• The Education Endowment Foundation (EEF) highlights that targeted support for vulnerable pupils is most effective when it is **well-planned, regularly reviewed, and adapted using evidence of impact**. Education planning meetings provide a structured mechanism for teachers, leaders and support staff to share information, agree strategies, and evaluate whether interventions are improving pupils' engagement, wellbeing and learning. • Ofsted's *Education Inspection Framework* makes clear that schools should demonstrate a strong understanding of pupils' individual needs and how provision is adapted to support vulnerable learners. Education planning meetings enable leaders and staff to build a shared understanding of barriers to learning (including SEMH), plan appropriate adjustments, and review impact, evidencing that the school knows its pupils well and responds effectively.	**1 - 6**
CPD on scaffolding and quality first teaching	• Guidance resulting from a wide range of cognitive science and adapted for education by people such as Rosenshine. These are widely endorsed as key components of effective classroom teaching. Evidence shows that when teachers provide structured support and gradually remove scaffolds, pupils are better able to learn and retain knowledge and make sustained progress.	**4**
Boxhall assessments	• Department for Education guidance on assessment and teaching practice highlights the importance of ongoing, diagnostic assessment to identify pupils who are falling behind and to monitor the impact of support and interventions. Using detailed, pupil-level assessment information allows schools to tailor provision, adjust strategies promptly, and ensure pupils needing academic support are supported to catch up and make sustained progress. Boxhall allows us to	**1,2,5**

	make forensic assessments in the area of SEMH.	
Ringfenced adult support in Mathematics	• Department for Education–endorsed maths teaching guidance and professional development materials from Mobius Maths Hub highlight the importance of explicit instruction, guided practice and scaffolded support before pupils work independently. Live adult scaffolding in maths helps pupils secure foundational understanding, apply methods accurately, and develop confidence, with scaffolds gradually removed as pupils gain competence—supporting sustained progress and mathematical fluency.	**4**

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

Budgeted cost**: £1250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 reading support	• Longitudinal intervention studies (Hulme & Snowling (2009, 2011) UK reading intervention trials) demonstrate that structured, small-group reading interventions focusing on accurate decoding, repeated reading and guided oral reading significantly improve reading fluency and comprehension for struggling readers. Their research shows that fluency gains are strongest when pupils receive targeted, adult-led practice in small groups, enabling immediate feedback and corrective instruction.	**4**
Small group and 1:1 handwriting support	• Research reviews (UK SEND and handwriting intervention research synthesised in Glazzard et al. (2015–2018) demonstrate that small-group, explicit handwriting instruction (focusing on letter formation, motor patterns, posture and pencil grip) leads to measurable improvements in handwriting legibility, speed and pupil confidence. Evidence indicates that small-group delivery is particularly effective for pupils with developmental coordination difficulties, SEND, or delayed fine-motor development, enabling progress that is	**4**

	less likely through whole-class teaching alone. Evidence source:	
Fonetti fluency programme	• Longitudinal intervention studies (Hulme & Snowling (2009, 2011) UK reading intervention trials) demonstrate that structured, small-group reading interventions focusing on accurate decoding, repeated reading and guided oral reading significantly improve reading fluency and comprehension for struggling readers. Their research shows that fluency gains are strongest when pupils receive targeted, adult-led practice in small groups, enabling immediate feedback and corrective instruction.	**4**

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

Budgeted cost: **£2332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision, including professional supervision	• Social and Emotional Learning (SEL) interventions are shown by the Education Endowment Foundation (EEF) to improve pupils' emotional regulation, social skills and decision-making, which are key components of emotional literacy and closely linked to positive mental health and wellbeing outcomes.	**1&2**
Funding trips, visits and clubs	• Research by the Sutton Trust consistently shows that pupils from low-income backgrounds participate less in extracurricular activities and enrichment opportunities due to financial barriers. Studies demonstrate that when schools remove cost barriers through targeted funding, disadvantaged pupils' participation rates increase significantly, supporting improved confidence, sense of belonging, and engagement with school life — all of which are linked to improved attendance, behaviour and longer-term outcomes.	**5**

Total budgeted cost: £5095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium pupil numbers are very low and we measure success at an individual pupil level rather than using percentages and other data which is not statistically valid. In some years, we have no external PP data due to no pupils in the relevant year groups being in receipt of PP. Due to confidentiality, it is not possible to publish individual data – we are able to talk in detail about progress for each pupil over time and the impact of the work we have done with them in each term and year. We have forensic assessment and support records.