Eureka Primary School

Pupil Premium Strategy 2024 – 2025 Impact Report

Amount of Pupil Premium funding received 2024-2025

No of pupils in receipt of Pupil premium	56 Pupils (38% of all pupils)
Number of Pupils in receipt of top-up funding	1 Pupil
Total Pupil Premium Funding	£56,745
Carry Forward to 2025-26	£0

Identified Barriers to Educational Achievement

Eureka Primary School has identified the following as barriers for some of the pupils currently in receipt of pupil premium:

- 30% (17/56) of those children in receipt of pupil premium funding also have special educational needs or disabilities. This is an increase of 1% from the previous year.
- 5% (3/56) have additional funding (Grip/EHCP) – an increase in 1% from 2023-24 data.
- Children often start school lower than the expected level for their age. This was seen from the Baseline assessment carried out in September 2024 in Reception, with only 25% on target to reach GDL. The particular areas where children are seen to start school lower is: managing self; writing; listening, attention and understanding. 0% of PP children were on track for GLD from Baseline.
- Parental participation with parent mornings / afternoons taking place alongside special assemblies (including harvest, Christmas etc) has continually increased from the previous year. Across the whole school, there has been a positive uptake from all year groups in regards to the events which have been held. Phonics workshop had a good uptake for all Y1 parents invited; just under half of parents came for KS2 SATs workshop (from a cohort of 24 children).
- From research, it has been shown that children from disadvantaged backgrounds are more likely to suffer mental health difficulties including anxiety, depression and behavioural issues There are children who enter school and throughout school who show higher levels of low self-confidence and poor mental health (https://doi.org/10.1016/j.socscimed.2025.118159). From the mental health questionnaires completed by children, feelings of nervousness, anxiety and feeling upset came out higher than other areas. is has not been helped by the increased cost of living and social deprivation.

- 2023-24 attendance (to 24.7.24):
    - all children – 95.5% (National was 94.5%); children in receipt of PP – 94.65% (1.47% increase on 2023-24)
    - Non-PP – 96.35% -

Rationale for Expenditure

Desired Outcome	Success Criteria	Review and Impact
Improvement in combined scores in assessments for disadvantaged pupils.	• Gaps have narrowed: • R, W, M assessments, book looks and observations show increased attainment. • More than 70% of disadvantaged meet the expected standards. • Pupils thoroughly engaged with learning and showing real PRIDE.	Summer 2025 data using NTS papers (Rising Star) for reading and maths, GAPS paper (Rising Star) and Teacher Assessment for writing using objectives for year group for all year groups apart from Year 6 (KS2 SATS). The information gathered from these assessments as well as discussions in Pupil Progress Meetings are vital for identifying pupils' strengths and gaps in learning, ensuring teaching is responsive and inclusive. They provide evidence to inform planning, differentiation, and targeted support, helping teachers adapt instruction to meet diverse needs. Analysing assessment outcomes at the end of the year enables us to design effective interventions and curriculum adjustments for the 2025–26 academic year, ensuring progress and equity for all learners. This year, as a school we have continued with School-led tutoring through PP funding (100% funded through own budget this year). We found that, for disadvantaged children, is a vital strategy for closing attainment gaps and promoting equity in education. It provides targeted, small-group support that reinforces classroom learning, builds confidence, and accelerates progress—particularly for pupils who may not otherwise access additional help. This year, many disadvantaged pupils have shown improved outcomes in core subjects, greater engagement, and increased self-belief, demonstrating the positive impact of consistent, personalised intervention. Of the 39 different children who were involved in the National Tutoring Programme (school led grant) catch-up fund, 17 children (44%) were PP. Some of these children (8 out of the 39) had more than one lot of tutoring over the course of the year. Of these 8, 4 were PP (50%). As well as this, PP funding was used to support Y6 pupils for a SATs booster one afternoon a week (of the 24 children, 8 were disadvantaged – 33%). From the 10 weeks tutoring completed, the majority showed progress from the baseline assessments and previous term assessment data. Less progress was made in writing, and so, writing assessments were delivered by staff rather than the tutor. The reasoning behind this was that staff knew the areas of development needed from the classroom to then use in the tutoring sessions, then bring back into the classroom. From having had discussions with staff during Pupil Progress meetings and inputting the data which generated a specific intervention programme (SHINE intervention), teachers were clearer on the objectives being re-covered in these sessions allowing for children to 'plug the gaps' needed for them to catch up to their peers. <u>Assessments Summer 2025:</u> National disadvantaged KS2 Combined: 47%

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<td>Nationally, the disadvantage gap index has remained stable with a slight increase from 3.13 in 2024 to 3.14 in 2025. The gap index reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level between 2018 and 2019 and increasing in 2022 to the highest level since 2012.

From the national data, it is seen that the Y6 disadvantaged cohort were below national in combined (2 children to be above national).

For other KS2 year groups, they are again all seen to be below the national average in combined. For Years 3, each PP child is worth 14%, and for Year 4 (17%) and 5 (10%). Due to this, again, it is 1 or 2 children off the target. the targets set within school for the year shows that teachers know their children as the end of year data is broadly in line with the targets set.

It is noticed that many of our disadvantaged children come into school at a lower academic level that their non-PP peers, as from the Autumn 2024 data for FS2, none of the 11 PP children were on target to meet their Early Learning goal. This is something the school identified early on to work on with specific intervention programmes (focussing on social and emotional activities alongside early reading - language) to work on to look to narrowing the gap so that by summer 2025, the ELG for PP had increased to 27% (from 0%) to non-PP of 78% (from 56% in autumn).

<table>
<tr><td colspan="6">Whole School Assessment: Disadvantaged</td></tr>
<tr><td>Year</td><td>Reading</td><td>Writing</td><td>Maths</td><td>SPAG</td><td>Combined</td></tr>
<tr><td>1</td><td>57% (4/7)</td><td>86% (6/7)</td><td>86% (6/7)</td><td>86% (6/7) (Phonics)</td><td>57% (4/7)</td></tr>
<tr><td>2</td><td>60% (3/5)</td><td>40% (2/5)</td><td>60% (3/5)</td><td>60% (3/5)</td><td>40% (2/5)</td></tr>
<tr><td>3</td><td>29% (2/7)</td><td>14% (1/7)</td><td>29% (2/7)</td><td>43% (3/7)</td><td>14% (1/7)</td></tr>
<tr><td>4</td><td>33% (2/6)</td><td>33% (2/6)</td><td>33% (2/6)</td><td>50% (3/6)</td><td>33% (2/6)</td></tr>
<tr><td>5</td><td>50% (5/10)</td><td>20% (2/10)</td><td>40% (4/10)</td><td>30% (3/10)</td><td>20% (2/10)</td></tr>
<tr><td>6</td><td>50% (4/8)</td><td>25% (2/8)</td><td>50% (4/8)</td><td>50% (4/8)</td><td>25% (2/8)</td></tr>
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Next steps moving forward:
- Explicit Instruction: Clear modelling, guided practice, and worked examples.
- Scaffolded Support: Sentence stems, visual aids, manipulatives for maths.
- Metacognitive Strategies: Teach pupils how to plan, monitor, and evaluate their work.</td>
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<td>Communication and language skills for disadvantaged children to progress, in order that they leave each of their year groups with the expected level of development in these areas, and progress through school with speech & language skills</td>
<td>• PP children make accelerated progress with their speech, language and communication needs and leave EYFS with the expected level of development. Assessments (NELI and SALT reports) indicate significantly improved communication and</td>
<td>On entry into FS2, Communication and Language: Language, Attention and Understanding had 60% (12/20), and Speaking 60% (12/20) which had a significant impact on those on target to achieve their Early Learning Goal (ELG). Of these, 45% (5/11) in LAU and 55% (6/11) in Speaking were on track as disadvantaged children. From targeted interventions with an emphasis on vocabulary and, speaking and listening activities throughout the year, 70% were at ELG in these 2 areas (an increase of 10%) with 64% of disadvantaged by the end of the academic year.

Overall, 81% of Year 1 passed Phonics Check. 86% (6/7) of disadvantaged pupils passed phonics (achieving 32 or more out of 40) compared to 77% (10/13) non-disadvantaged. Nationally, 80% of students met the expected</td>
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<td>that allow them to fully access to the curriculum.</td>
<td>language skills as well as improved percentage of children achieving expected and greater depth in reading comprehension assessments (NTS).
• The gap between disadvantaged pupils and non-disadvantaged pupils will be reduced.
• End of key stages there will be no identified significant gaps in reading between disadvantaged pupils and their non-disadvantaged peers.
• By 2027, the number of disadvantaged pupils that pass the phonics test in Year 1 matches or exceeds national and is maintained.</td>
<td>standard (unchanged from 2024), with 67% of disadvantaged pupils meeting standard. In Derbyshire, 78% achieved the expected standard (overall, no disadvantaged data). Disadvantaged children have exceeded national expectations for the academic year 2024-25 by 19%.

89% of all Year 2 pupil passed phonics check. 80% (4/5) disadvantaged children passed phonics (with resits) at the end of Year2. 89% of pupils (nationally) met the expected standard in the phonics check by the end of Year 2, unchanged from 2024.

In reading, those achieving the expected standard were:
<table>
<tr><td>Year 1</td><td>57%</td></tr>
<tr><td>Year 2</td><td>60%</td></tr>
<tr><td>Year 3</td><td>29%</td></tr>
<tr><td>Year 4</td><td>33%</td></tr>
<tr><td>Year 5</td><td>50%</td></tr>
<tr><td>Year 6</td><td>50%</td></tr>
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Those achieving greater depth were:
<table>
<tr><td>Year 1</td><td>0%</td></tr>
<tr><td>Year 2</td><td>20%</td></tr>
<tr><td>Year 3</td><td>14%</td></tr>
<tr><td>Year 4</td><td>14%</td></tr>
<tr><td>Year 5</td><td>10%</td></tr>
<tr><td>Year 6</td><td>0%</td></tr>
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Gap between disadvantaged and non-disadvantaged in reading was:
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<tr><td>Year 1</td><td>11% (higher PP)</td></tr>
<tr><td>Year 2</td><td>2% (higher non-PP)</td></tr>
<tr><td>Year 3</td><td>42% (higher non-PP)</td></tr>
<tr><td>Year 4</td><td>36% (higher non-PP)</td></tr>
<tr><td>Year 5</td><td>29% (higher non-PP)</td></tr>
<tr><td>Year 6</td><td>17% (higher non-PP)</td></tr>
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To narrow the reading gap between non-disadvantaged and disadvantaged children in the 2025–26 academic year, here are five key strategies:
1. Targeted Reading Interventions: Implement structured, evidence-based programmes (e.g. phonics catch-up, reciprocal reading) for pupils identified through assessment as needing additional support.
2. High-Quality Texts and Inclusive Curriculum: Ensure access to rich, diverse texts that reflect pupils' backgrounds and interests, fostering engagement and cultural relevance.
3. Daily Reading Practice and Fluency Development: Prioritise regular, supported reading opportunities—including guided reading, paired reading, and reading aloud—to build fluency and comprehension.</td>
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		4. **Parental Engagement and Home Reading Support**: Strengthen links with families through workshops, reading logs, and access to books at home, empowering parents to support reading development. 5. **Use of Data to Inform Practice**: Monitor progress closely using formative and summative assessments, adapting teaching and interventions responsively to ensure disadvantaged pupils make accelerated progress.
Phonic screening scores for disadvantaged children to progress, in order that they leave Year 1 with the expected standard to then support their reading fluency of age-related text each year moving up the school.	• More children will be on age-related reading books throughout the year. • Quantitative data from reading scheme tracker showing an increase in percentages as the year progresses. • Increased scaled scores in assessment papers for children being expected and greater depth.	Overall, 81% of Year 1 passed Phonics Check. 86% (6/7) of disadvantaged pupils passed phonics (achieving 32 or more out of 40) compared to 77% (10/13) non-disadvantaged. Nationally, 80% of students met the expected standard (unchanged from 2024), with 67% of disadvantaged pupils meeting standard. In Derbyshire, 78% achieved the expected standard (overall, no disadvantaged data). Disadvantaged children have exceeded national expectations for the academic year 2024-25 by 19%. 89% of all Year 2 pupil passed phonics check. 80% (4/5) disadvantaged children passed phonics (with resits) at the end of Year2. 89% of pupils (nationally) met the expected standard in the phonics check by the end of Year 2, unchanged from 2024. A scaled score of 100 means a child is at Expected Standard for their year group. For disadvantaged children this was: In Year 1: 103 was the scaled score for Summer (Teacher assessment is used in both Autumn and Spring). In Year 2: Scaled scores decreased from 105 in Autumn to 98 in Spring to 101 in Summer. This could be due to another PP child joining in Spring term. In Year 3: Scaled scores decreased from an average of 96 in Autumn to 92 (Spring) to 94 in Summer. In Year 4: Scaled scores increased from an average 93 in Autumn to 95 (Spring) to 97 in Summer. In Year 5: Scaled scores were consistent throughout the year moving from 99 in Autumn to 98 (Spring then Summer).
To provide a network of social and emotional support for PP children, enabling them to develop increased resilience to the challenges they face.	• PP children's social and emotional needs are addressed and children are more resilient to challenges. • Qualitative data from pupil voice, pupil and parents' questionnaires and teacher observations show children have increased resilience to the challenges they face. • Observations of children's engagement in learning shows they have a 'can do' attitude and self-belief resulting in increased resilience. • Boxall assessment show PP children are broadly in line with the peers.	Questionnaire for mental health was carried out in Autumn term. Main finding were: **Feelings of Happiness:** Responses vary significantly across year groups. KS2 shows mixed results (e.g., 4 "Always," 11 "Mostly," but 8 "Sometimes"), suggesting some pupils experience lower emotional well-being. **Friendship Networks:** Most pupils report having friends, but there are instances of "Sometimes" and "Rarely," indicating social isolation for some. Many pupils report having an adult they can trust or speak to. This is a key protective factor for PP children, as it provides emotional security and a reliable support network. **Anxiety and Stress:** Higher frequency of "Sometimes" and "Rarely" in KS2 for feeling nervous/anxious (13 "Sometimes," 5 "Rarely"), showing emotional vulnerability. **Safety and Trust:** Most pupils feel safe and have adults they trust, but there are gaps (e.g., toilets and online safety show more "Sometimes" and "Rarely" responses). Across most year groups, the majority of pupils answered "Always" or "Mostly" to feeling safe at school and in classrooms. This indicates that the school environment is perceived as secure, which is foundational for emotional resilience. **Mental Health Education:** Lessons about well-being are present but not universal—responses include "Sometimes" and "Rarely," suggesting inconsistency. Responses show that lessons about mental health and well-being are happening, even if not universally. This proactive approach helps normalise conversations about emotions and equips pupils with strategies to manage stress. <u>Next steps:</u> **Well-being Curriculum:** Regular sessions on mental health, stress management, and online safety.

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Disadvantaged pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.
Physical and mental wellbeing of all pupils is well supported within the school. Pupils are happy and keen to attend school.

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<td>Monitoring: Use this questionnaire termly to track progress and adapt support.</td>
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<td>Access to cultural capital through an extended school curriculum.</td>
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Allowing children to have access to a range of different activities throughout the school year to wide the offer of cultural capital opportunities across the curriculum.
Pupil premium pupils' use of extracurricular clubs to be tracked throughout the year to monitor access and encourage greater participation.
Ensure access to onsite and offsite activities though school trips and visitors to school for all year groups.

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Breakfast club daily averages:
Non-PP – 12 (Autumn), 12 (Spring) and 11 (Summer)
PP – 15 (Autumn), 18 (Spring) and 18 (Summer)

Sports Clubs:
<table>
<tr><td></td><td><u>KS1 (incl FS2)</u></td><td><u>Lower KS2</u></td><td><u>Upper KS2</u></td></tr>
<tr><td>Autumn 1</td><td>10 children (out of 12)
No FS2 children invited</td><td>3 children (out of 14)</td><td>7 children (out of 19)</td></tr>
<tr><td>Autumn 2</td><td>6 children (out of 23)</td><td>2 children (out of 14)</td><td>2 children (out of 19)</td></tr>
<tr><td>Spring 1</td><td colspan="3" rowspan="2"></td></tr>
<tr><td>Spring 2</td></tr>
<tr><td>Summer 1</td><td>2 children (out of 23)</td><td>2 children (out of 14)</td><td>2 children (out of 19)</td></tr>
<tr><td>Summer 2</td><td>7 children (out of 23)</td><td>4 children (out of 14)</td><td>4 children (out of 19)</td></tr>
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Sports clubs were partly funded through PP money for the Summer term. All clubs in Autumn term were free to access.

Year 6 PP children had their residential trip partly funded (covering accommodation) for their duration. This allowed for 6 (out of the 9 children), who wanted to come on the residential, to access it.

Forest School: For Autumn and Spring terms, sessions were split so that KS1 had half a session and KS2 had half a session each week. From Summer term, this changed to KS1 having a full afternoon (Summer 1) and KS2 completing this in Summer 2. This was done to allow for a deeper immersion in nature allowing children have time to explore, settle, and engage in sustained play. Longer periods also allowed for more complex activities (e.g., building shelters, extended creative projects).

Forest school was funded through Pupil Premium money
<table>
<tr><td></td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>KS1 (+ FS2)</td><td>3</td><td>4</td><td>5</td><td>6</td><td>3</td><td></td></tr>
<tr><td>KS2</td><td>8</td><td>6</td><td>6</td><td>5</td><td></td><td>7</td></tr>
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		In total 34 PP children (out of 56 PP children) had access to at least half a term's Forest School (61%), with 17 children completing more than 1 half term of Forest School (30% of all PP children). Each half term, a summary is provided on the impact of the sessions on the children focusing on 10 key areas (including self-awareness, empathy, well-being, confidence with staff/ peers). From each summary the main points were: <u>Autumn</u> **Positives:** Many children showed increased confidence and independence, with strong engagement in creative and physical activities. Social interaction and perseverance improved for most pupils. **Needs Improvement:** Several pupils still require reminders to stay focused and avoid distractions (e.g., footballs, sticks). Some quieter children need more encouragement to participate fully. <u>Spring</u> **Positives:** Clear growth in confidence and resilience, with pupils enjoying nature-based tasks and group activities. Many demonstrated empathy and teamwork, especially during fire and rope sessions. **Needs Improvement:** A few pupils remain easily distracted or struggle with listening and self-regulation. Some need targeted support to sustain focus and deepen engagement in structured tasks. <u>Summer</u> **Positives:** Strong enthusiasm for nature and creative tasks, with notable perseverance and confidence gains. Many pupils contributed positively to group projects and showed resilience in challenges. **Needs Improvement:** Some children still need reminders about listening, sharing, and managing energy levels. A few quieter pupils prefer solitary work and could benefit from strategies to build collaborative confidence. <u>Next steps:</u> Gather pupil voice: "What new experience did you enjoy most?" Map out what cultural experiences school already offers (trips, clubs, visitors) and speak to children about what they would like to try out.