



# East Brent C of E Academy

Where a Love of Learning is Nurtured and Enriched

## Pupil Premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	East Brent CofE Academy
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 - 2026 to 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Partnership Board
Pupil premium lead	Catherine Cowlin
Governor / Trustee lead	Pat Payton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32, 087
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 32, 087

## Part A: Pupil premium strategy plan

### Statement of intent

At East Brent C of E Academy, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, to be confident, independent and successful learners. We will ensure that all pupils have access to a broad and balanced curriculum, including trips and visits. We intend to increase the cultural capital of all pupils in our care. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

High quality first teaching is at the heart of our approach with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 are 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.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Resilience for learning:</b> Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. There can be lack of stamina for learning. These pupils require support for reading and completing their work.
2	<b>Attendance:</b> Some of our families have multiple barriers leading to the outcome of poor attendance and some struggle to keep up a good level of attendance. There needs to be a consistent approach to engaging with families and actions to improve attendance for these groups. 45% of disadvantaged pupils have attendance of 95% or below.
3	<b>Reading and Writing:</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers.
4	<b>Emotional Support</b> Our observations and discussions with pupils and families have identified social and emotional issues for pupils. These challenges particularly affect disadvantaged pupils and can manifest as a barrier to learning.

## 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
Improved outcomes for disadvantaged pupils at KS1 in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• In EYFS, high percentage of pupils achieving GLD by the end of Reception so they are ready for the National Curriculum at the start of Year 1</li> <li>• Increased attainment for disadvantaged pupils in Reading, Writing and Maths</li> <li>• KS1 Reading, Writing and Maths outcomes show a closing of the gap between disadvantaged pupils and National</li> <li>• Y1 Phonics Screening Check outcomes to show above average pass rate.</li> </ul>
Improved outcomes for disadvantaged pupils at school 'exit point' (end of Year 4) in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• Increased attainment for disadvantaged pupils in Reading, Writing and Maths</li> <li>• End of Year 4 outcomes for Reading, Writing and Maths show a closing of the gap between disadvantaged pupils and National</li> </ul>

<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged</p>	<p>The overall unauthorised absence rate for all pupils is equal to or below the national average and among disadvantaged pupils it is in line with their peers</p> <p>The percentage of all pupils who are persistently absent is equal to or below the national average and among disadvantaged pupils it is in line with their peers</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice and surveys and teacher observations</li> <li>• Increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Early identification of disadvantaged pupils who require support</li> </ul>

## 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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Providing effective feedback</b></p> <p>Provide regular CPD for staff to support them to be able to provide effective feedback</p> <p>Train teachers and support staff on evidence-based feedback practices</p> <p>Ensuring feedback is specific, clear and linked to the learning</p> <p>Using immediate verbal feedback during lessons to correct misconceptions.</p> <p>Provide ongoing CPD to refine feedback approaches and monitor their implementation.</p>	<p><b>EEF Toolkit:</b> The EEF emphasizes the importance of feedback being specific, actionable, and related to learning goals. It highlights that feedback is most impactful when delivered as part of high-quality teaching and when it fosters self-regulation in pupils.</p> <p><b>John Hattie’s meta-analysis:</b> Feedback has an effect size of 0.70, placing it among the highest-impact teaching strategies.</p> <p><b>Practical application in schools:</b> Schools that have implemented targeted feedback approaches, such as live marking or verbal feedback, have demonstrated improved pupil progress in core subjects like English and Maths.</p>	<p>1, 3</p>
<p><b>Explicit teaching of vocabulary</b></p> <p>We will implement an explicit teaching approach to vocabulary acquisition, alongside the use of sentence stems, to improve the academic language and communication skills of disadvantaged pupils.</p> <p>Teachers will deliver direct instruction of tiered vocabulary (Tier 2 and Tier 3 words) and embed sentence stems into lessons to support structured responses and foster higher-order thinking.</p>	<p><b>Education Endowment Foundation (EEF):</b> The EEF’s “Improving Literacy in Key Stage 2” guidance recommends explicitly teaching vocabulary as a high impact strategy for improving reading comprehension and writing skills. Vocabulary instruction can improve outcomes by up to +5 months. • Sentence stems support pupils in developing more structured, confident responses, particularly in extended writing or verbal discussion.</p> <p><b>Beck, McKeown, and Kucan (2002):</b> • The framework of Tier 2 and Tier 3 vocabulary emphasizes that teaching high-utility academic words (Tier 2) and subject-specific terms (Tier 3) enhances pupils’ ability to access the curriculum.</p> <p><b>Alex Quigley’s “Closing the Vocabulary Gap”:</b> • Quigley identifies</p>	<p>1, 3</p>

	<p>explicit vocabulary instruction as crucial for narrowing the attainment gap, noting that disadvantaged pupils often have significantly smaller vocabularies than their peers.</p> <p><b>Practical Classroom Studies:</b> Research from the National Literacy Trust highlights that sentence stems help pupils to frame complex ideas, reducing cognitive load and encouraging fuller participation in classroom discourse. This is particularly beneficial for pupils with weaker language skills.</p>	
<p><b>Effective Questioning Techniques and Checking for Understanding</b> Teachers will implement evidence based questioning techniques to promote higher-order thinking, improve pupil engagement, and assess understanding.</p> <p><b>How we will implement this:</b> Teachers will receive professional development on:</p> <ul style="list-style-type: none"> <li>• Using techniques such as Think, Pair, Share and cold calling to ensure equitable participation and avoid “opt-out” responses.</li> <li>• Increasing wait time to give all pupils, especially disadvantaged ones, time to process and answer thoughtfully.</li> <li>• Lesson observations will focus on the quality and distribution of questioning.</li> <li>• Pupils will be explicitly taught how to respond using sentence stems to structure their answers (e.g., “I think this because...” or “One example is...”).</li> </ul>	<p>Effective questioning helps to deepen understanding, identify misconceptions, and ensure that all pupils, including those from disadvantaged backgrounds, actively engage in their learning. It creates opportunities for dialogue, fosters metacognitive skills, and supports pupils in articulating their ideas more clearly.</p> <p><b>Education Endowment Foundation (EEF):</b> Research into metacognition and self regulation (+7 months impact) shows that effective questioning helps pupils reflect on their thinking and learning processes. Questioning techniques, such as scaffolding responses, help disadvantaged pupils access complex ideas and make connections.</p> <p><b>John Hattie’s Visible Learning (2009):</b> Hattie identifies effective questioning as having a high impact on pupil outcomes, with an effect size of 0.48.</p> <p>Higher-order questioning encourages critical thinking and leads to better retention of knowledge.</p> <p><b>Dylan Wiliam’s Assessment for Learning (AfL):</b> Wiliam highlights that questioning is a key component of formative assessment, helping teachers gauge understanding and adjust instruction to meet pupil needs. Techniques such as “wait time” allow pupils to process their thoughts and respond with greater depth, which is particularly beneficial for disadvantaged pupils who may need additional cognitive processing time</p> <p><b>Rosenshine’s Principles of Instruction (2012):</b> Questioning is identified as a core strategy to check for understanding and to facilitate guided practice. • Frequent, targeted questioning ensures disadvantaged pupils remain engaged and on track.</p>	<p>1, 3</p>

Provide coaching support to staff improve the delivery of ULS phonics and its associated interventions which in turn with impact on outcome	Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <b>Phonics   EEF</b> <b>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</b>	1, 3,
<b>Improve the quality of social and emotional learning</b> SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools EEF	1, 3, 4

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</b>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks Phonics   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 3
<b>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills</b>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Oral Language interventions   Teaching and Learning Toolkit   EEF	1, 3
<b>All classrooms are fully inclusive and supportive to all</b>	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils	1, 3, 4

<p><b>children including those with PP &amp; SEND</b></p> <p>Monitor strategies to support all learners</p>	<p>have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Adapting to different learning styles and needs supports learning. (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p>	
<p>Mastering Number-Boolean Intervention</p> <p>Small group intervention</p> <p><b>Twice weekly intervention with disadvantaged pupils being a priority</b></p>	<p>EEF &amp; Sutton Trust:</p> <p>When intervention is targeted to support next steps it will accelerate progress.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving Attendance</b>            Adopt Wayne Harris' attendance improvement strategies alongside the Thrive Relational Approach to build strong relationships with pupils and families, addressing barriers to attendance. The strategies will include early identification of attendance issues, engaging families in solution-focused conversations, and creating a supportive school culture that prioritizes pupil wellbeing and connection.            Establish an attendance team to monitor data, identify patterns, and intervene early.            Conduct regular family meetings using solution-focused techniques to collaboratively address barriers.            Recognise and celebrate improved attendance • Thrive Relational Approach: Train staff in the Thrive Approach to understand and support pupils' emotional needs.            Provide daily check-ins with key adults for pupils with persistent absenteeism to foster</p>	<p>Poor attendance is a significant barrier to learning, particularly for disadvantaged pupils. Evidence shows that targeted, relational approaches to attendance improvement are most effective, as they address underlying causes such as anxiety, disengagement, and family challenges. Building trust with pupils and families fosters a supportive environment that improves attendance and engagement over time.</p> <p>Supporting Evidence:  <b>Wayne Harris' Attendance Strategy:</b>            Wayne Harris emphasizes proactive strategies to improve attendance, including:            Building positive relationships with families.            Addressing the root causes of absenteeism through personalized support plans.            Creating a whole-school ethos where attendance is a shared priority.            Schools using this approach report measurable improvements in attendance and reductions in persistent absenteeism...</p> <p><b>DfE Guidance on Improving School Attendance (2022):</b> • The Department for Education highlights that relational approaches, involving early intervention and family engagement, are key to tackling persistent absenteeism</p> <p><b>Education Endowment Foundation (EEF):</b> • The EEF emphasizes the importance of addressing wider barriers to learning, including attendance, through personalized, relational support and parental engagement strategies.</p>	<p>2, 3</p>

<p>connection.</p> <p>Implement targeted Thrive action plans for pupils with emotional or social barriers to attendance</p>		
<p>Pupils with social &amp; emotional needs are well supported during less structured times of the day</p> <p>Lunch club provision available during lunchtimes with different themes to encourage a range of pupils</p> <p>Quiet shed facility available at playtime and lunchtime</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a></p> <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a></p> <p>Safe quiet environment provided for those who need it resulting in positive experiences during lunchtime; raised self-confidence and self-esteem.</p>	4
<p><b>Pupils have access to quality books of their choice to promote a love of reading</b></p> <p>High quality texts used for English and Inquiry learning</p> <p>Range of texts available for pupils to choose as their home sharing book</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Pupils are more excited to read their own choices of reading material, thus promoting reading and enthusiasm to read.</p>	1, 3
<p><b>After school clubs</b></p> <p>Increase the number of pupils attending after school sports clubs</p>	<p>Pupils have positive experiences at school that promote healthy life styles and wellbeing. Children are not disadvantaged due to the cost of opportunities</p>	1, 2, 4

**Total budgeted cost: £ 31,700**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on National Assessment data and our own internal summative and formative assessments.

Our data highlights that the academic gap between disadvantaged pupils and their peers is not closing as we'd like and anticipated based on interventions that have happened across the school over the last 12 months. There was 100% pass rate in PSC in Year 1 so all disadvantaged pupils passed the PSC in June.

Parental engagement continues to improve and there was 100% of parental uptake for November 2025 Parent Consultations. Parents and families regularly join us for termly Celebration Collective Worship and whole school events such as Summer and Christmas Fayres are well attended and supported.

A member of staff was trained up in ELSA and following their training period, set up ELSA sessions which combined 1:1 and small group sessions based on needs. Assessments were carried out prior to the sessions taken place to measure impact.

### 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

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	