Eastcroft Park Pupil premium strategy statement 2025 to 2026

This statement details our school's use of pupil premium 2025 to 2026 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	Eastcroft Park
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	12/09/2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Withey
Pupil premium lead	J Withey
Governor / Trustee lead	V Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182, 040
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	£182,040
Service Pupil Premium (3 children)	£1,020

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced.

At Eastcroft Park, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils.

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups and other groups. As a school we have a very good record of ensuring that pupils make good progress:

Through targeted interventions we are working to eradicate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress to reach their Age-Related Expectations (ARE) as they move through School.

Key Principles of Pupil Premium Funding

Respect

We provide a culture where:

- staff believe in all children,
- there are no excuses made for underperformance,
- staff adopt an outcome focused approach to overcoming barriers to learning or to further challenge children,
- staff support children to develop their basic skills and aspirations towards being the best they can be

Increasing Learning Time

We maximise the time children have to learn through:

- provide early intervention for children in Reception, with all children's language and communication being screened on entry to School and interventions put in place,
- extend learning out of school hours through after school clubs and lunchtime clubs throughout the year

Pupil Identification

We ensure that:

- all teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to decisions about intervention,
- all disadvantaged pupils benefit from the funding, not just those children who are underperforming or of a lower ability,
- underachievement at all levels is targeted, again not just for those lower attaining pupils,
- children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

Improving Day to Day Teaching and Learning
We continue to ensure that all children across the receive good teaching, with all teaching 'Good or better' by asking teachers to:

- set high expectations,
- be good role models,
- share good practice across Our School but also draw on expertise from other professionals,
- provide high quality CPD,
- improve assessment through joint assessment and moderation.

Data
We ensure that:

- all staff are involved in the analysis of data through Moderation, Pupil Progress Meetings and Inclusion Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the school,
- interventions are monitored regularly by key staff,
- we use research such as the Sutton Trust Toolkit and DfE website to support us in deciding which strategies that will be most effective for our pupils

Personalised Learning
We ensure that we provide personalised learning and additional support which is effective by:

- looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further
- ensuring additional support staff and class teachers communicate regularly
- providing CPD for staff to lead high quality interventions across the school
- matching the skills of staff to the interventions they provide
- working with other professionals to bring in additional expertise: Multi Agency Support Team, Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists, Learning Mentors etc.
- tailoring interventions to the needs of the children, for example One to One Tuition,
- recognising and building on children's strengths to further boost confidence.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils impacts on progress and attainment
2	Gaps in attainment for disadvantaged pupils particularly in Reading, Writing and Maths. Gaps have become more significant due to the disruption caused by the pandemic
3	Low attainment on entry in Nursery and Reception-particularly communication and language skills

4	Gaps in phonic knowledge is evident in disadvantaged pupils.
5	Greater levels of social and emotional issues, particularly anxiety, independence and resilience. Difficulties evident in children's readiness to learn
6	Limited support from home-parental engagement with home learning/support

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
To improve oral language and communication skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence across the curriculum, including engagement in lessons, book scrutiny, working environments, pupil voice and ongoing formative assessment. Pupils receiving Chatty Therapy, Talk Boost intervention in EYFS, will show improved confidence in all areas of language acquisition including speech
To improve the progress and attainment of PP pupils in phonics.	By 2027 there will be a consistent rise in phonic screening check results. Children enter Y2 with the expected phonic knowledge for their age Staff CPD , mentoring and coaching ensures high quality teaching and consistent approach to the teaching of phonics Targeted intervention ensures accelerated progress of PP pupils
To improve the attendance of PP pupils and close the gap between school PP and Non-PP pupils nationally.	By 2027 there will be a rise in attendance figures and the gap between PP and Non-PP will be narrowed. 95% of PP pupils reach the national expectation for attendance (96%) Targeted intervention for vulnerable groups ensures lower levels of persistent absence in PP pupils

To improve attainment of PP pupils at the end of Key Stage 1 and Key Stage 2 in Reading, Writing and Maths.	The attainment of PP pupils at the expected standard is at least in line with non-PP pupils nationally and the gap between PP and Non-PP pupils
To achieve and sustain improved wellbeing for all pupils particularly the disadvantaged	Sustained high levels of wellbeing, engagement and readiness to learn from 2024/27 demonstrated by: • Qualitative data from pupil voice, student and parent surveys and teacher observations. • Pupils are quickly identified and receive targeted SEMH/well -being support within school. • Increased levels of engagement during lessons
To further develop parental/carer engagement to ensure that parents/carers have the necessary skills and knowledge to support their child's learning at home.	• Parents / Carers have an understanding of the teaching strategies we use in school to enable them to support their children at home. • All children reach national expectations in each cohort. • Parental support for home learning is in place. • There is a clear understanding of expectations for every year group. narrowed.

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: £37, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase RWInc access to portal, training and ongoing support package DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	4
Release time for Mental Health Lead-staff CPD. Children requiring support are quickly identified and targeted support in place. Continued subscription to Jigsaw PSHE/SRE scheme to encourage debate and dialogue around PSHE/SRE topics Outdoor learning CPD Forest Schools training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) https://www.jigsawpshe.com/?gclid=EAIaIQobChMInrSw8pzw9AIViJ7tCh1L0A0SEAAYASAAEgI_BfD_BwE	5,6

NW3 Maths Hub Mastering Early Number-CPD to enhance children's understanding in Early Number We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). NW3 Maths Hub Sustaining Mastery-Maths Lead support to further develop Maths Mastery	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	2,3.
CPD via Literacy Counts to further develop the teaching of Reading and Writing-training and purchase of Read to Write and Steps to Read resources throughout KS2	https://literacycounts.co.uk/resources/read-to-write/ Steps to Read - Literacy Counts	2

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

Budgeted cost: £ 105, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching time in Y6 to enable 1:1 and small group intervention.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pu-pils or those falling behind, both one-to-one:	2

	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	
Additional TA support in Key Stage 1 to increase opportunity for targeted intervention in phonics	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 up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,4.
Additional TA Support KS2 to deliver targeted phonics intervention including RWInc Fresh Start resources	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 up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,4.

Small group and 1:1 speech and language intervention EYFS/KS1-Talk Boost and Chatty Therapy Intervention Targeted Speech and Language intervention school-based Therapy sessions	Education Endowment Foundation | EEF	3.
To accelerate the progress of pupils who are disadvantaged and have SEND based on evidence of March 2020 EEF review. Release of SENDCo to coordinate interventions, teaching and learning with SEMH lead, Safeguarding lead, Learning support teacher, Educational Psychologist, Staff, TA and Parents. Additional Educational Psychologist time Additional SEND Teaching Time (Learning Support Teacher)	https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf	2,3,5.

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

Budgeted cost: £70, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enrich our pupils opportunities and experiences through visits and visitors linked to our wider curriculum. Library Service SLA to provide quality books for class libraries including non-fiction books relating to topics. Performing Arts SLA- Specialist Music teacher Children's University Outdoor classroom resources	At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3,5,6
Safeguarding vulnerable families and children Full-time Learning Mentor	The Learning Mentor is the Designated Safeguarding Lead working with the most vulnerable children and their families. The role of the Learning Mentor is to breakdown barriers to learning.	5,6.
Play Therapist 2 days per, Dog Therapy 1 day per week. to support children's social and emotional development. 1:1 support for children experiencing trauma, anxiety, behaviour issues.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	5
Provide parent information sessions and workshops including family activities through the planned parent hub and utilising the outdoor	EEF- 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with	6.

classroom and Nature Friendly Schools team. The aim is for parents to become more informed about their child's learning and have the necessary knowledge and skills to support their child at home.	all parents to avoid widening attainment gaps. Parental engagement | EEF (educationendowmentfoundation.org.uk)	

Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) advice. Attendance officer appointed to improve PA and attendance of disadvantaged pupils. This will involve training and release time for attendance officer and safeguarding lead to develop and implement Knowsley's new attendance strategy. Release time for attendance officer and safeguarding lead to implement Early Help for those families requiring intervention to improve attendance. Purchase Knowsley Attendance traded service to support school with ongoing data analysis, targeted support and case load intervention. Breakfast club subsidy to ensure free/nominal costs to encourage children to be in school, on time and ready to learn Including Learning Mentor and other staffing costs costs. Attendance awards to celebrate and encourage good attendance Attendance Officer (0.4) to facilitate first day contact and challenge, monitor patterns in absence and identified casework for SLA support Additional Attendance SLA to support PA families and those children in danger of becoming PA Early Adopter Breakfast Club Summer 2025 funding provides cooked breakfast and resources, additional staffing continues to be funded by Pupil Premium	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1.

Total budgeted cost: £ 183, 060

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.

PUPIL PREMIUM – 2024/25 Impact Statement

1. **Accelerating Progress in English and Maths**

Throughout the year we have provided 1:1 and small group tuition for targeted pupils throughout KS2. The funding has enabled the school to provide 4 days of additional teaching assistant time each week. The success of this approach can be seen in the progress that the children have made despite significant disruption to their earlier education due to the pandemic.

Case Study

XXXX has taken part in group interventions relating to her personal targets for spelling and writing. She has been provided with, and makes use of, a visual prompt in English to support her to check her work. She has taken part in group reading interventions for guided reading and comprehension. XXXX has attended 1:1 sessions and small group sessions for English and Maths to close gaps in her learning. The Learning Mentor checks in regularly with XXXX and she has taken part in group emotional and wellbeing interventions.

XXXX has worked extremely hard over the past year and her self-confidence continues to blossom.

XXXX has increased her reading age from 8.11 to 10.11 this year. Her comprehension score has also increased from 7/50 to 24/50 meaning XXXX is now narrowly working within age related expectations for reading. XXXX has made progress with her writing ability and is now working towards age related expectations. She has worked hard to increase her Y3 and 4 statutory spelling score from 36 to 81, meaning she has progressed to age related spellings and is currently working on Y5 and 6 statutory spellings. At the beginning of the year, her writing was often disjointed and used incorrect grammar. XXXX would lose track of her ideas and fall into speech like writing, often overusing conjunctions such as ‘and’ and ‘then’. XXXX has made progress in this area, particularly when checking her writing makes sense. Her writing is less speech like and now mostly uses correct grammar, makes sense and flows well. XXXX has shown she can use some creative vocabulary and descriptive devices. XXXX has worked hard on her handwriting this year too and now writes in cursive; her writing is legible, neat, joined correctly and of a consistent size. XXXX’s progress in Maths has been especially pleasing, particularly because this is the area of learning in which XXXX lacks the most confidence. XXXX’s times table test score

has increased from 31/132 to 128/132 and she continues to make progress in her ability to apply these to other areas of her Maths work. XXXX's arithmetic score has increased from 9/40 to 21/40 and her overall Maths score improved from 17/110 to 45/110. XXXX is now currently working towards age related expectations in Maths, but her progress has been very pleasing.

2. Enhancing Curriculum Opportunities

Service Level Agreements with the Wigan Music service and the School library service were valuable resources which the curriculum offer.

Children had access to a wide range of e books which ensured that lack of books at home was not a barrier to reading. Teachers were also able to share class reading books and deliver lessons relating to a text.

The Music and Performing arts team provided weekly activities which ensures that all children have the opportunity to engage in quality lessons which were developed by specialist teachers, including whole class ukulele lessons

3. Speech and Language

The Chatty Therapy speech and language programme has continued to support children and families. The speech and language therapist has provided 1:1 sessions in school every fortnight. This programme ensures that the children in most need can access the specialist support and staff members can also continue the work in school throughout the week.

4. Safeguarding Vulnerable Families

The Learning Mentor has maintained regular contact with vulnerable families. She can offer a wide range of support and signpost to other services.

The Learning Mentor has worked with individual children and small groups to address a range of barriers to learning including anxiety, behaviour issues etc.

5. Attendance

The school attendance strategy was relaunched in September. All partners are aware of their role in supporting good attendance and all staff are fully engaged in monitoring pupil attendance. The children have responded well to the new rewards system and look forward to 'Freddo Fridays'. There has been a reduction in the number of children persistently absent and overall attendance has increased.

The school has additional support from the attendance service to target individual pupils.

During 2025 the school has purchased support from a local Attendance Hub school.

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
Phonics	RWInc Ruth Miskin
Maths	Maths No Problem
PSHE/RSE	Jigsaw
Play Therapy	Intraquest
Therapy Dogs	Hope's Therapy Dogs
English	Literacy Counts Read to Write

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?	Additional Tuition
What was the impact of that spending on service pupil premium eligible pupils?	Progress and attainment of Service pupils was good.