

Pupil premium strategy statement – Easington CE Primary 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	27
Proportion (%) of pupil premium eligible pupils	41%
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)	Dec 2025 - Dec 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	G Pepper
Pupil premium lead	G Pepper
Governor / Trustee lead	J Speck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18530

Part A: Pupil premium strategy plan

Statement of intent

At Easington CE Primary Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The numbers of children eligible for free school meals is small and in our plan we need to ensure that no child could be identified.

The population of disadvantaged children has been mobile over the period of the plan and therefore we necessarily need to respond to that changing need. We have also identified that some of the disadvantaged children also have SEND and despite our best efforts some children have not achieved as highly as we would have anticipated and additional specific learning needs have now been identified.

The overall aims of our pupil premium strategy are:

- To raise the in-school attainment of both disadvantaged pupils and their Peers
- To raise the level of emotional resilience in learning for disadvantaged pupils
- To support disadvantaged pupils where there are social and emotional issues and support these children to develop good self-regulation skills, independence and self esteem.

Challenges

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

Challenge number	Detail of challenge
1	Isolation of villages and limited supporting resources and opportunities for families and pupils.
2	Academic gap between disadvantaged data and peer data.
3	Poor Attendance.

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 access to enrichment opportunities. Specifically high quality musical teaching and access to specialist teaching.	<p>Performance: 100% of pupils participate in one Winter and one Summer showcase.</p> <p>Aspiration: End-of-year Pupil Voice surveys show that >80% of pupils agree with the statement: <i>"I have the skills to continue improving in music next year."</i></p> <p>Progress: 90% of pupils achieve or exceed age-related expectations (ARE) in the National Curriculum music strands by Term 3.</p>
Barriers to attendance are identified and removed.	<p>Identifying Barriers: 100% of families with attendance below 90% have a documented "Barriers to attendance" meeting to identify specific hurdles (e.g., transport, anxiety).</p> <p>Pupil Understanding: 90% of pupils can correctly explain the link between attendance and their personal academic goals during pupil voice.</p> <p>Community Culture: 100% of school newsletters and social media updates explicitly celebrate the correlation between high attendance and enrichment success.</p>
Pupils and families are supported by the school to improve their wellbeing and mental health.	<p>Parental Engagement: Attendance at Mental Health Support Team (MHST) workshops increases by 25% term-on-term.</p> <p>Wellbeing Records: >75% of pupils identified as "vulnerable" show an improvement in their "Boxall Profile" by the end of the academic year.</p> <p>Hub Utilisation: At least two community-led events (e.g., a community choir or a local coffee morning) are hosted in the school hub per term.</p>
Academic gaps close between disadvantaged pupils and all pupils.	<p>Targeted Intervention</p> <p>100% of Disadvantaged Pupils identified as "under-performing" receive same day targeted interventions.</p> <p>Quality First Teaching</p> <p>100% of lesson observations and learning walks demonstrate that Disadvantaged Pupils are prioritised for teacher feedback and "live marking" during lessons.</p>

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist music tuition	<p>The "Harmony Project" and studies by the Royal Philharmonic Society show that music can be a "leveler" for pupils from lower socio-economic backgrounds.</p> <ul style="list-style-type: none"> ● Closing the Gap: For pupils who may lack linguistic resources at home, music provides a non-verbal medium for excellence. This builds the "Belief and Aspiration" mentioned in your success criteria. ● Neuroplasticity: Music tuition has been shown to "remodel" the brains of disadvantaged children, specifically improving their ability to filter out background noise—a crucial skill for focusing in a busy classroom. <p>The Education Endowment Foundation (EEF) and various psychological studies highlight the "pro-social" effects of ensemble playing (choirs, orchestras, or bands).</p> <ul style="list-style-type: none"> ● Self-Regulation: Learning an instrument requires delayed gratification. A child must manage frustration and practice repetitively to achieve a goal, building Resilience (a key part of your PiXL LORIC framework). ● Oxytocin & Connection: Singing in a group has been proven to release oxytocin, the "bonding hormone," which reduces anxiety and increases a sense of "school belonging." 	1 & 2

	<ul style="list-style-type: none"> ● Empathy: Interpreting the dynamics and "feel" of a piece of music develops emotional intelligence and the ability to read non-verbal cues. <p>Research by Dr. Nina Kraus (Northwestern University) suggests that music training creates a more efficient "auditory pathway," which is the foundation for literacy.</p> <ul style="list-style-type: none"> ● The "Mozart Effect" Myth vs. Reality: While listening to music doesn't make you a genius, <i>learning an instrument</i> does. It strengthens the corpus callosum—the bridge between the left and right hemispheres of the brain. ● Literacy Link: There is a direct correlation between rhythmic ability and phonological awareness. Children who can keep a steady beat are statistically more likely to read at or above grade level. ● Mathematics: Music is inherently mathematical (fractions in rhythm, patterns in scales). Long-term studies show that music students often outperform non-music peers in spatial-temporal reasoning tasks. 	
Lyfta Learning Story Worlds	<p>Introduce diverse narratives and broaden horizons</p> <p>Lyfta storyworlds present people, places and perspectives from around the world to show diverse cultures and ways of life in an authentic and relatable way.</p> <p>Data from school-based impact reports (surveying over 350 schools) suggests that Lyfta acts as a powerful leveler for disadvantaged and SEND pupils.</p> <ul style="list-style-type: none"> ● 92% of teachers reported that Lyfta helped reduce the attainment gap by providing a visual and intuitive entry point for EAL (English as an Additional Language) and dyslexic learners who might struggle with text-heavy global geography. ● Contextualized Learning: Teachers observed that children 	

	<p>were able to construct "factual connections" above their normal level because the learning was contextualized. For example, instead of reading about sustainability, they "visit" a village in Ethiopia to see how it is practiced in daily life.</p> <p>Lyfta's pedagogy is rooted in the idea of Intercultural Capital—the "resource bank" of global experiences a child can draw upon to understand the world.</p> <ul style="list-style-type: none"> • Authenticity: Many storyworlds are created by filmmakers from the communities they showcase, ensuring the narrative is not "colonized" or viewed through a Western lens, but told by the people themselves. • Broadening Horizons: In a case study from a rural UK school, a student noted that Lyfta "teleported" them to places they wouldn't see for years, effectively accelerating their understanding of the world by a decade. • Common Ground: In "before and after" attitudinal surveys, Lyfta found that after using the platform, students were significantly more likely to say they had "common ground" with people of different ethnicities and religions compared to their initial baseline. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL	PiXL treats learning gaps like a doctor treats an illness. Instead of re-teaching a whole topic, teachers use:	2

	<ul style="list-style-type: none"> ● Diagnosis: Using Question Level Analysis (QLA) after an assessment to find the <i>exact</i> micro-skill a pupil is missing (e.g., not just "Maths," but "subtracting fractions with different denominators"). ● Therapy: Targeted, short-burst teaching sessions (often called "therapies") designed to fix only that specific gap. ● Testing: A follow-up "mini-test" to prove the gap is closed before moving on. ● Revisit: Checking back later to ensure the knowledge has moved into long-term memory. ● <p>PiXL provides tools like Personalised Learning Checklists (PLCs).</p> <ul style="list-style-type: none"> ● Why it's good: It gives pupils ownership. A student can see a list of curriculum topics color-coded (Red/Amber/Green). This reduces "exam anxiety" because the mountain of revision is broken down into small, manageable molehills. ● For Teachers: It allows for "marginal gains." By identifying the "key marginal" pupils (those just a few marks off the next grade or the expected standard), schools can allocate resources where they will have the most impact on overall results. 	

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

Budgeted cost: £10530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Behaviour and Wellbeing lead. To lead on wellbeing	Research from the Education Endowment Foundation (EEF)	1, 2 & 3.

<p>interventions and attendance improvement.</p>	<p>suggests that social and emotional learning (SEL) interventions can lead to an average of +4 months' additional progress over the course of a year.</p> <ul style="list-style-type: none"> ● Impact: A Lead ensures these interventions are systematic rather than sporadic. ● The Science: Stable wellbeing reduces "cortisol" levels in pupils, allowing them to move from a "survival" state to a "learning" state. <p>Data from the Timpson Review of School Exclusions indicates that schools with integrated wellbeing and behavior strategies have significantly lower rates of permanent and fixed-term exclusions.</p> <ul style="list-style-type: none"> ● Proactive vs. Reactive: A Lead shifts the school culture from <i>punishing</i> symptoms to <i>addressing</i> causes (e.g., trauma, undiagnosed SEND, or bereavement). ● Attendance Link: There is a direct statistical correlation between "School Belonging" and attendance. A Wellbeing Lead fosters this sense of belonging, specifically for Disadvantaged Pupils. <p>The Public Health England report, "<i>The link between pupil health and wellbeing and attainment</i>," found that pupils with better emotional wellbeing at age 11 were more likely to achieve higher KS2 and KS4 results.</p> <ul style="list-style-type: none"> ● The "Whole Child" Data: Schools that prioritise wellbeing see a "diminishing of the difference" in the attainment gap, as disadvantaged students often face the highest levels of external stress. 	
<p>Development of Community Hub</p>	<p>In isolated areas, schools often become the last remaining civic anchor. When a school functions as a "Community Hub," it bridges the gap between the</p>	

	<p>family home and essential services that are otherwise hours away.</p> <p>The evidence for this model is found in both UK government pilots (like the Family Hubs program) and educational research into "Educational Isolation."</p> <p>Research from Plymouth Marjon University on "Educational Isolation" highlights that schools in remote coastal or rural areas face a "double disadvantage": socioeconomic deprivation coupled with geographical distance from support services.</p> <p>The Hub Solution: The "Hub School" model mitigates this by creating a single point of access. Instead of families traveling to a distant city for mental health or social services, the services "travel" to the school.</p> <p>Evidence: Evaluations of school-led hubs show they reduce "cultural isolation" by providing a venue for the very enrichment opportunities (like the music tuition you've planned) that pupils in cities take for granted.</p> <p>One of the strongest pieces of evidence for school-based hubs is the Trust Factor. Isolated families are often wary of statutory services (social workers, local authorities) but trust their child's school.</p> <ul style="list-style-type: none"> ● The "One-Stop-Shop": The Family Hubs Network reports that co-locating services (midwifery, debt advice, mental health) within a school removes the "stigma" of seeking help. ● Impact on Wellbeing: Data from hubs in the Wirral showed that 90% of attendees reported direct improvements in their wellbeing because the support was "welcoming and non-judgmental." <p>Evidence suggests a direct link between the "Hub" and the classroom:</p> <ul style="list-style-type: none"> ● Reduced Barriers: By hosting "Barriers to Attendance" meetings (which you listed in your success 	
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	<p>criteria) in a familiar hub environment, schools see higher engagement from "hard to reach" parents.</p> <ul style="list-style-type: none">● Aspiration: When community groups (choirs, businesses, or charities) use the school, pupils see their school as a place of broader opportunity, which correlates with higher academic motivation.	
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Total budgeted cost: £18,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With such small cohort numbers and with almost half of our pupils disadvantaged, it is difficult to report without identifying pupils. However, we closely track individual achievement.

Less than 10 pupils took each of the statutory tests in 2025.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A