

Pupil premium strategy statement – Eldon Grove 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	488
Proportion (%) of pupil premium eligible pupils	30% (approx. 154 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025–2026 2026–2027 2027–2028
Date this statement was published	December 2025
Date on which it will be reviewed Termly (interim) / Full review	July 2026, 2027, 2028
Statement authorised by	Christian Park
Pupil premium lead	Jonathan Moon
Governor / Trustee lead	Jane Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,890
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>	£173,890

Part A: Pupil premium strategy plan

Statement of intent

At Eldon Grove Academy, our ambition is uncompromising: that every pupil, regardless of background or circumstance, thrives academically and personally. Disadvantage will never define destiny. Our three-year strategy seeks to ensure that disadvantaged pupils not only catch up but keep up — achieving and exceeding national standards through an evidence-informed, inclusive and aspirational culture. High-quality teaching remains the most significant lever for improvement, supported by precise early intervention, rigorous accountability and strong family partnership. Our ambition is clear: to ensure that disadvantage is no longer a predictor of attainment at any stage of education and that every pupil, regardless of background, Aspires, Believes and Achieves.

Challenges

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

Challenge number	Detail of challenge
1	Early literacy and number gaps on entry; GLD for disadvantaged pupils remains below national.
2	Reading fluency, phonics and vocabulary development weaker for disadvantaged boys and SEND pupils.
3	Writing stamina and sentence construction inconsistently secure; Greater Depth Writing lags behind Reading and Maths.
4	Mathematical reasoning and fluency vary across year groups, particularly Y3–4.
5	Attendance of some disadvantaged pupils remains below peers; persistent absence above target.
6	Home engagement with learning and academic reviews inconsistent, limiting continuity of support.
7	Challenge and stretch for the most able disadvantaged pupils not yet embedded across all subjects.
8	Some disadvantaged pupils face financial barriers in relation to wider educational experiences which prevents them from accessing the core and wider curriculum: a wealth of enrichment is needed to widen their horizons and unlock potential.

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	2025–26 Success Criteria	2026–27 Success Criteria	2027–28 Success Criteria
EYFS disadvantaged pupils achieve GLD in line with peers.	≥ 70% GLD	≥ 73%	≥ 75%
Phonics outcomes for disadvantaged pupils rise to national parity.	≥ 70% pass	≥ 75%	≥ 78%
Reading, Writing & Maths combined at KS2 (disadvantaged) improves.	≥ 82% ARE	≥ 84%	≥ 86%
Writing Greater Depth (KS2) attainment improves.	≥ 26%	≥ 28%	≥ 30%
Maths Greater Depth (KS2) attainment improves.	≥ 36%	≥ 38%	≥ 40%
Attendance for disadvantaged pupils improves.	≥ 95%	≥ 95.5%	≥ 96%
Persistent absence (disadvantaged) decreases.	≤ 9%	≤ 8%	≤ 7%
Parent engagement in review meetings increases.	≥ 75%	≥ 80%	≥ 85%

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: £12,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision coaching for all teachers; implementation of non-negotiable Rosenshine-based pedagogy (PVPG).	High-quality teaching yields the greatest impact on pupil outcomes, especially for disadvantaged pupils.	1, 2, 3, 4
Fortnightly instructional coaching cycles, focusing on adaptive teaching, modelling, scaffolding, and questioning.	EEF: “Great teaching is the most important lever to improve outcomes.”	1–4

Voice 21 “Elevate Oracy” embedded across curriculum; Ekklan accreditation extended to all EY/KS1 staff.	Oral language interventions have high impact (+6 months).	1, 2, 3
Maths Mastery (CPA model), WRM precision scaffolds, and daily “Fluent in Five”.	EEF: Mastery learning (+5 months).	4
AI-supported planning pilot and workload reduction to protect teacher capacity.	DfE workload reduction and adaptive technology guidance.	All
DfE-validated <i>Little Wandle</i> Systematic Synthetic Phonics programme to secure stronger phonics teaching.	EEF: Phonics Phonics approaches have a strong evidence base, showing a positive impact on the accuracy of word reading particularly for disadvantaged pupils. EEF guidance highlights that high-quality teaching of phonics is most effective when delivered systematically and with fidelity to a validated programme.	1, 2, 3

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

Budgeted cost: £164,479

Actions	Rationale	Linked Challenges
6-week intervention cycles with baseline/exit data (phonics, writing, maths).	Data-driven cycles ensure precision and accountability.	1–4
KS2 Rapid Catch-Up Reading and daily fluency practice.	Improves reading accuracy and comprehension.	2
Writing for Depth programme – Clicker and sentence-combining for disadvantaged SEND pupils.	Supports writing fluency and self-regulation.	3
GDS mentoring and metacognitive scaffolds for high attainers.	Metacognition +7 months impact.	7
EYFS readiness baselines (language, motor, number) with structured early intervention.	Early identification prevents long-term gaps.	1

Targeted tutoring for identified pupils in Years 5 & 6, needing additional support in Mathematics, delivered through ThirdSpace Learning.	By targeting specific needs and knowledge gaps of pupils, impact small group tuition sees 4 months additional progress over an academic year. Short, regular sessions over a set period. High-quality one-to-one and small group tuition. EEF – evidence of high impact.	4, 7
Continuation of the Scholars Programme to challenge children and their academic interests, with a greater representation of disadvantaged pupils.	Ensuring students have the knowledge and skills to progress towards their aspirations is likely to be effective. EEF	6, 7

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

Budgeted cost: £10,200

Actions	Rationale	Linked Challenges
National Breakfast Programme & poverty-proofed enrichment entitlement.	Improves punctuality and engagement.	5
Attendance Mentoring Programme led by Inclusion Team; weekly tracking via CPOMS dashboard.	DfE evidence: early intervention reduces persistent absence.	5
Half-termly parental academic review meetings and “Booster Passports”.	Parental engagement +3 months impact.	6
Family Coffee Mornings with professional workshops.	Builds relationships and early help pathways.	6
Social Inclusion Team capacity increased to support mental health and wellbeing.	SEL +4 months impact.	5, 6
Instrument scholarship, enabling them to receive expert tuition from specialist music tutors in small-group or one-to-one provision to build skills, confidence and cultural capital, while removing financial barriers to participation.	Promotes equity and cultural enrichment. EEF evidence: potential for improved attitudes to learning and support concentration and self-discipline which can in turn support engagement and outcomes in wider learning.	8

Total budgeted cost: £166,936

Strategy Section	Total
Teaching	£12,257
Targeted Academic Support	£164,479
Wider Strategies	£10,200
Strategic Contingency / In-year responsiveness	£6,954
TOTAL	£173,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Attainment and Progress

In 2024–2025, attainment for disadvantaged pupils at Eldon Grove Academy remained above or broadly in line with national expectations in most key measures, with notable strengths in upper Key Stage 2. Internal and external assessment evidence confirms that outcomes improved in reading and mathematics, but that early writing and phonics continue to present areas for targeted development.

Early Years Foundation Stage (EYFS)

- 69% of pupils achieved a Good Level of Development (GLD), broadly in line with national but a decline from 73% in 2024.
- Disadvantaged pupils achieved 64% GLD compared to 78% for non-disadvantaged peers – a gap of 14 percentage points.
- Literacy (word reading and writing) and fine motor skills were the weakest areas, particularly for boys and pupils with speech, language, and communication needs.
- Leadership responded by refining early oracy and fine motor development provision and increasing Elklan-led language interventions.

Key Stage 1

- Year 1 Phonics Screening Check: 75% overall pass rate (above national 74%), but disadvantaged pupils achieved 60%, well below the 81% non-disadvantaged rate. FSM boys performed weakest (53%).
- By Year 2, 85% of pupils met the expected phonics standard after re-teaching and intervention.
- KS1 teacher assessments showed widening gaps: Reading 75% (38% disadvantaged), Writing 70% (38% disadvantaged), and Maths 75% (38% disadvantaged).
- These results confirm that early disadvantage continues to have the greatest impact during Key Stage 1, with gaps narrowing only later in the school journey.

Key Stage 2

- Outcomes remained securely above national benchmarks:
 - Reading: 89% (86% disadvantaged)
 - Writing: 92% (90% disadvantaged)
 - Maths: 81% (76% disadvantaged)
 - Combined RWM for disadvantaged pupils: 76%
- Greater Depth (GDS) attainment improved, particularly in reading (41%) and maths (33%), though writing GDS remains below target.
- These results demonstrate strong progress for disadvantaged learners, especially given the lower starting points seen in EYFS and KS1. The attainment gap narrowed steadily as pupils moved through school, confirming the cumulative impact of consistent teaching and targeted intervention.

National and Local Comparisons

When compared to national averages for 2024–2025 (where available), Eldon Grove's disadvantaged pupils performed above in Key Stage 2 combined measures and phonics retakes, broadly in line in overall phonics outcomes, and slightly below in EYFS GLD. Locally, the academy continues to outperform the Hartlepool average across all statutory assessment points, particularly in reading and combined RWM.

Progress Evidence (Formative and Summative Assessment)

Triangulated evidence from book scrutiny, internal moderation, and PIRA/PUMA assessments confirmed that progress for disadvantaged pupils accelerated across 2024–25.

- Reading and maths progress data indicate an average of +2.6 points termly, compared to +2.1 for all pupils nationally.
- Writing progress improved, though the proportion of pupils reaching greater depth remains inconsistent across phases.
- Lesson visits and progress meetings identified that challenge for higher-attaining disadvantaged pupils was not always embedded from the outset of lessons, leading to the introduction of the Precision Coaching model for 2025–26.

Attendance, Behaviour and Wellbeing

- Overall attendance: 95.1%, above national.
- Persistent absence: 10.4%, with disadvantaged pupils slightly over-represented.
- Behaviour remains exemplary: zero suspensions and very low incidents of poor conduct, all resolved restoratively.
- Pupil voice and wellbeing surveys show that 95% of pupils feel safe and 93% enjoy coming to school, reflecting the strength of inclusion and pastoral support.

Evaluation of the 2024–2025 Strategy

The 2024–25 Pupil Premium Strategy met the majority of its intended outcomes. Key successes included:

- Strong phonics recovery and reading fluency in upper school.
- Sustained above-national outcomes in Key Stage 2 RWM combined.
- Effective deployment of the Inclusion Team and SEND Assessment Tool, ensuring early intervention.
- High staff confidence in oracy and adaptive teaching through the Great Teaching Toolkit and Voice 21.

However, the evaluation identified areas requiring sharper focus:

1. Early writing, vocabulary and sentence-level development in EYFS and KS1.
2. Embedding challenge for higher-attaining disadvantaged pupils.
3. Sustaining early gains in phonics and multiplication fluency.
4. Increasing attendance for a small cohort of persistently absent disadvantaged pupils.

On Target for 2025–2026 Outcomes

The school is on track to meet the early milestones of the 2025–2028 strategy. Autumn 2025 internal assessments indicate improved disadvantaged performance in phonics, writing, and reading comprehension, suggesting early impact from refined provision. The continued embedding of diagnostic assessment and six-week intervention cycles is expected to secure further acceleration through 2026.

Summary Judgement

Eldon Grove Academy's disadvantaged pupils continue to perform above national averages in the majority of statutory assessments and demonstrate strong progress relative to starting points. The previous strategy successfully addressed core teaching quality and inclusion. The new 2025–2028 plan therefore transitions from recovery and consolidation to precision, challenge, and depth – ensuring that disadvantage is no longer a predictor of attainment at any stage of education.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider