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	439
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026–2027 2027–2028
Date this statement was published	December 2026 (planned)
Date on which it will be reviewed Termly (interim) / Full review	Termly monitoring / Full review July 2027
Statement authorised by	Christian Park
Pupil premium lead	Jonathan Moon
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,044.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£181,044.00

Part A: Pupil premium strategy plan

Statement of intent

At Eldon Grove Academy, our ambition is that disadvantage should not predict either academic achievement or access to the wider opportunities of school life. Our 2026–2027 strategy builds on strong 2025/2026 outcomes, particularly at the end of Key Stage 2, where disadvantaged pupils achieved exceptionally well, while retaining a sharp focus on the points in pupils' educational journey where disadvantage may still create barriers.

Our approach is rooted in high-quality teaching, early identification, precise intervention and the removal of barriers to attendance, participation and achievement. We will protect and strengthen the approaches associated with the very

strong outcomes achieved by disadvantaged pupils in Key Stage 2, while focusing improvement activity more precisely on early language, phonics, writing, depth of learning, attendance for identified pupils and equitable participation in the academy's extensive enrichment offer.

High-quality teaching remains the principal lever for improving outcomes. Instructional coaching, adaptive teaching, systematic phonics, explicit vocabulary development, modelling, questioning and responsive assessment will be used to ensure that pupils who experience disadvantage receive consistently strong teaching in every classroom. Targeted academic support will be used only where diagnostic assessment identifies a specific barrier and will be evaluated for both impact and transfer into everyday classroom learning.

The strategy also recognises that disadvantage extends beyond attainment. Eldon Grove will continue to remove financial, pastoral, attendance and participation barriers so that disadvantaged pupils benefit fully from the academy's commitment to Broadening Horizons, Understanding Place in the World and Aspiring to Achieve. Leaders will evaluate the strategy through pupil outcomes, attendance, participation, pupil and family voice and the impact of individual interventions, adapting expenditure where evidence shows that an approach is not making sufficient difference.

Challenges

The challenges below are carried forward from the three-year strategy and must be revalidated against 2025/2026 statutory outcomes, Autumn 2026 diagnostic assessment, attendance information, pupil voice and family engagement evidence.

1 – Early language and readiness	A proportion of disadvantaged pupils enter EYFS/KS1 with lower starting points in communication, language, early literacy and/or number, requiring precise early identification and targeted support.
2 – Phonics and early reading	Year 1 phonics is the academy's clearest current attainment priority. Whole-cohort outcomes declined from 83% in 2023/24 to 75% in 2024/25 and 72% in 2025/26. Leaders need to secure greater consistency and precision in phonics teaching, assessment and rapid keep-up, particularly for disadvantaged pupils who fall behind.
3 – Writing and depth	Although KS2 writing attainment is strong, leaders need to ensure disadvantaged pupils develop secure transcription, sentence construction, stamina and increasingly sophisticated independent writing from earlier year groups, while increasing the proportion working at greater depth.
4 – Mathematical reasoning and depth	Ensure consistently strong reasoning, application and depth across cohorts and increase higher-standard outcomes for disadvantaged pupils where appropriate.
5 – Attendance and persistent absence	Whole-school attendance is strong, but some individual disadvantaged pupils remain vulnerable to absence and persistent absence. Leaders will use increasingly precise attendance intelligence and early intervention to prevent patterns becoming entrenched.
6 – Family partnership	Engagement with some disadvantaged families is inconsistent, particularly in relation to academic review, attendance support and home–school partnership. Leaders will evaluate whether engagement activity results in improved attendance, learning or access to support rather than measuring attendance at events alone.
7 – Higher attainment and depth	Very strong disadvantaged KS2 expected-standard outcomes now need to be matched by sustained challenge and increasing depth, particularly across combined Reading, Writing and Mathematics and across the wider curriculum.

8 – Wider participation and cultural capital	Financial, social or practical barriers can restrict access to enrichment for some disadvantaged pupils. The academy will continue to poverty-proof its extensive enrichment entitlement and demonstrate through participation data that disadvantaged pupils access, sustain and benefit from these opportunities at least as well as their peers.

Intended outcomes

The 2026–2027 success criteria below are those already set within the 2025–2028 strategy. They should be retained unless the 2025/2026 review provides a clear evidence-based reason to revise them.

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

For 2026–2027, activity should continue to be organised through the DfE/EEF tiered approach: high-quality teaching, targeted academic support and wider strategies. The activities below are rolled forward from the existing strategy and should be confirmed, refined or discontinued following the 2025/2026 impact review.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £83,876.40

Activity	Evidence / rationale	Challenge(s) addressed
Precision instructional coaching for all teachers, securing consistent implementation of the academy's agreed evidence-	High-quality teaching is the principal lever for improving outcomes for disadvantaged pupils. Coaching will focus on securing consistent classroom practice, with leaders evaluating its impact through observable improvements in teaching, pupil learning and outcomes rather than participation in professional development alone.	1, 2, 3, 4, 7

Activity	Evidence / rationale	Challenge(s) addressed
informed pedagogical approaches.		
Fortnightly instructional coaching cycles focused on adaptive teaching, explicit instruction, modelling, scaffolding, questioning, checking for understanding and developing pupil independence.	The academy's teaching model is established and teaching is consistently strong. The next stage is to demonstrate more precisely how coaching improves classroom practice over time. Monitoring will evaluate whether coached techniques are embedded consistently and whether disadvantaged pupils increasingly access ambitious learning, respond successfully to challenge and work independently.	1, 2, 3, 4, 7
Voice 21 'Elevate Oracy' embedded across the curriculum, alongside Elklan-informed approaches within EYFS and KS1.	Strong oral language, vocabulary and communication provide important foundations for reading, writing and wider curriculum success. Provision will focus particularly on pupils whose starting points or diagnostic assessment identify language and communication barriers. Impact will be evaluated through pupils' vocabulary, quality of classroom talk, communication, reading and independent writing.	1, 2, 3
Maths Mastery through the CPA model, WRM precision scaffolds and deliberate daily fluency practice.	Mathematical fluency is a sustained strength. The priority is to protect this while strengthening reasoning, application and depth across cohorts. Mastery approaches, precise scaffolding and deliberate fluency practice will support disadvantaged pupils to apply knowledge independently, make connections and access increasingly demanding mathematical reasoning and greater challenge.	4, 7
AI-supported planning and workload reduction pilot, where this demonstrably strengthens teacher capacity and the quality of provision for pupils.	Technology will be retained only where evaluation demonstrates a positive impact on teacher capacity, planning quality or adaptive teaching. Its use must protect professional judgement and comply with safeguarding, data protection and academy expectations. Resources will be redirected where evidence does not demonstrate sufficient educational or workload benefit.	All
Consistent implementation of the DfE-validated Little Wandle Systematic Synthetic Phonics programme, including precise assessment and rapid keep-up intervention.	Year 1 phonics is the academy's clearest current attainment priority, with outcomes declining to 72% in 2025/26. Systematic, high-quality phonics teaching, fidelity to the agreed programme, accurate assessment and immediate keep-up will ensure that disadvantaged pupils who fall behind are identified quickly and acquire the foundational reading knowledge required to catch up rapidly.	1, 2, 3

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

Budgeted cost: £75,055.20

Activity	Evidence / rationale	Challenge(s) addressed
Diagnostic six-week intervention cycles in phonics, reading, writing and mathematics, with clear baseline, exit and classroom-transfer measures.	Intervention will be commissioned only where assessment identifies a precise barrier to learning. Baseline and exit measures, participation, pupil progress and evidence of transfer into independent classroom learning will determine whether provision is sustained, adapted or stopped. This will ensure that intervention remains targeted, time limited and responsive to need rather than creating intervention dependency.	1, 2, 3, 4
Rapid phonics keep-up and targeted reading fluency support for pupils identified through assessment as falling behind.	Phonics is a key improvement priority and rapid intervention is required where pupils do not securely acquire foundational reading knowledge. Support will be closely aligned with classroom phonics and reading teaching, with frequent assessment used to establish whether pupils are catching up rapidly and successfully transferring learning into independent reading.	1, 2
Targeted writing support, including Clicker and sentence-combining approaches for disadvantaged pupils, including those with SEND where assessment identifies need.	Although KS2 writing attainment is strong, leaders will continue to strengthen sentence construction, writing fluency, stamina and independence from earlier year groups. Provision will be matched to diagnosed need and evaluated through pupils' independent curriculum writing, rather than intervention performance alone.	3
Greater Depth mentoring, metacognitive strategies and targeted challenge for higher-attaining disadvantaged pupils.	Very strong disadvantaged attainment at the expected standard should be accompanied by sustained ambition and increasing depth. Targeted provision will ensure that higher-attaining disadvantaged pupils receive appropriate challenge and are well represented at higher standards and Greater Depth across Reading, Writing, Mathematics and the wider curriculum.	7
EYFS readiness assessment in communication and language, literacy, motor development and number, followed by structured early intervention where required.	Early identification enables leaders to respond before gaps become established. Autumn baseline and ongoing assessment will identify disadvantaged children requiring additional support, with provision targeted to the specific developmental barrier rather than disadvantage alone. Impact will be evaluated from pupils' starting points and through their subsequent independent learning.	1
Targeted Years 5 and 6 tutoring for identified pupils requiring additional mathematical support, including Third Space Learning where evaluation demonstrates impact and value for money.	Overall mathematical fluency and KS2 attainment are strong. Tutoring will therefore be targeted only at pupils with specifically diagnosed gaps rather than used as a general catch-up programme. Its continuation will depend upon evidence of accelerated progress, transfer into classroom mathematics and value for money.	4, 7

Activity	Evidence / rationale	Challenge(s) addressed
Continuation and development of the Scholars Programme, with deliberate monitoring of disadvantaged applications, participation and completion.	The Scholars Programme provides academic challenge beyond the taught curriculum and develops aspiration, independence and subject expertise. Leaders will ensure that disadvantaged pupils are appropriately represented and evaluate the impact of participation on pupils' confidence, academic interests, independence and aspirations.	7, 8

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

Budgeted cost: £13,765.11

Activity	Evidence / rationale	Challenge(s) addressed
Poverty-proofed access to breakfast, wraparound support, educational visits, residential experiences, clubs, sport, performing arts, STEM and wider enrichment.	Financial circumstances must not determine pupils' attendance or access to the academy's wider curriculum. Practical and financial support will be provided where identified barriers would otherwise prevent participation. Leaders will monitor disadvantaged participation and evaluate whether pupils access and sustain involvement in the academy's wider opportunities at least as successfully as their peers.	5, 8
Precision attendance support led by the Inclusion Team, Family Support and senior leaders, using weekly attendance analysis to identify emerging absence patterns and pupils at risk of persistent absence.	Attendance is strong overall, but individual disadvantaged pupils may remain vulnerable to absence. Early identification and graduated intervention will include family engagement, Attendance Success Plans and Student Attendance Success Discussions, informed by pupil and teacher voice and supported through appropriate external services. Impact will be evaluated through the proportion of identified pupils improving attendance, the scale of improvement and the number prevented from becoming persistently absent.	5
Half-termly parental academic review and targeted family engagement for disadvantaged pupils where stronger home–school partnership would support learning or attendance.	Effective family partnership can strengthen continuity between home and school. Engagement activity will be targeted according to identified need rather than measured simply through attendance at meetings. Leaders will evaluate whether improved family engagement contributes to better attendance, learning, intervention engagement or access to additional support.	5, 6
Family Coffee Mornings and targeted workshops with academy staff and external professionals.	Strong relationships with families support early identification of barriers and improve access to appropriate help. Workshops will respond to identified family and pupil needs and strengthen pathways to pastoral, educational and multi-agency support. Leaders will evaluate participation and subsequent impact rather than relying solely on event attendance.	5, 6

Activity	Evidence / rationale	Challenge(s) addressed
Inclusion Team capacity to provide targeted pastoral, emotional and wellbeing support, including appropriate specialist and multi-agency provision.	Emotional, social and family circumstances can create barriers to attendance, engagement and achievement. The academy's established inclusive approach enables barriers to be identified early and appropriate support provided without lowering academic expectations. Provision will be evaluated according to improvements in pupils' engagement, regulation, attendance, independence and successful access to learning.	5, 6
Instrument scholarships and other targeted support enabling disadvantaged pupils to access sustained specialist music and performing arts opportunities.	The academy's wider curriculum is an entitlement for all pupils. Financial support will remove barriers to specialist tuition and participation, broadening cultural capital and enabling disadvantaged pupils to develop confidence, expertise and sustained interests. Leaders will track access, attendance, continuation and pupil voice to evaluate impact.	8

2026–2027 budget summary

Strategy section	2026–2027 total
Teaching	£83,876.40
Targeted Academic Support	£75,055.20
Wider Strategies	£13,765.11
Strategic Contingency / In-year responsiveness	£8,347.29
TOTAL	£181,044.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025/2026

Evaluation of the 2025/2026 strategy demonstrates strong outcomes for pupils overall and particularly strong attainment for disadvantaged pupils at the end of Key Stage 2. The evidence indicates that the academy's emphasis on high-quality teaching, precise academic support, inclusion and the removal of wider barriers has contributed to disadvantaged pupils achieving successfully.

Outcomes were particularly strong in Early Years, mathematical fluency and Key Stage 2. The principal academic priority arising from the evaluation is Year 1 phonics, where outcomes have declined over the last two years. The 2026–2027 strategy will therefore protect the approaches associated with strong outcomes while targeting resources more precisely towards the remaining barriers to achievement, participation and attendance.

Headline statutory outcomes

- In Early Years, 86% of children achieved a Good Level of Development, compared with the published national figure of 69.0%, demonstrating that the large majority of children left Reception well prepared for Year 1.
- The Year 1 Phonics Screening Check outcome was 72%. This represents the clearest area for improvement within the academy's statutory outcomes and confirms the need to strengthen the consistency and precision of phonics teaching, assessment and rapid keep-up intervention.
- Mathematical fluency was a significant strength. In the Year 4 Multiplication Tables Check, pupils achieved an average score of 23.4 out of 25, compared with 20.8 nationally, while 59% achieved full marks, compared with 36% nationally.
- At the end of Key Stage 2, 85% achieved the expected standard in Reading, 93% in Writing and 91% in Mathematics, with 82.4% achieving the expected standard in combined Reading, Writing and Mathematics. Average scaled scores were 107.0 in Reading and 108.9 in Mathematics.
- Higher-standard attainment was 32% in Reading, 32% in Writing and 46% in Mathematics, with 19% achieving the higher standard across combined Reading, Writing and Mathematics. These outcomes demonstrate strong attainment while identifying further opportunities to increase depth across the combined curriculum.

Outcomes for disadvantaged pupils at Key Stage 2

- Outcomes for disadvantaged pupils at the end of Key Stage 2 were exceptionally strong. Of the 74 pupils in the Year 6 cohort, 26 pupils (35.1%) were disadvantaged.
- At the expected standard, disadvantaged pupils achieved 96.2% in Reading, 100% in Writing, 96.2% in Mathematics and 96.2% in combined Reading, Writing and Mathematics.
- Disadvantaged pupils outperformed other pupils within the cohort by 14.9 percentage points in Reading, 10.4 percentage points in Writing, 6.6 percentage points in Mathematics and 21.2 percentage points in combined Reading, Writing and Mathematics.

This evidence demonstrates that disadvantage is not currently a predictor of lower attainment at the end of Key Stage 2 at Eldon Grove. Consequently, the 2026–2027 strategy will not treat disadvantaged KS2 attainment as a general catch-up weakness. Instead, leaders will sustain the high-quality teaching and precise support associated with these outcomes, increase opportunities for disadvantaged pupils to achieve at greater depth and ensure that strong upper-school outcomes are built securely through consistently effective early language, phonics, writing and mathematical reasoning.

Evaluation and implications for 2026–2027

Evaluation of 2025/2026 evidence has resulted in a sharper and more targeted strategy for 2026–2027.

- **Early Years:** Overall attainment is a significant strength, with 86% achieving a Good Level of Development. The disadvantaged subgroup outcome is not currently available within the evidence used for this review. Early

language and readiness support will therefore be targeted according to pupils' individual starting points and diagnostic assessment rather than disadvantage alone.

- **Phonics and early reading:** Year 1 phonics is the clearest academic improvement priority. The outcome declined from 83% in 2023–2024 to 75% in 2024–2025 and 72% in 2025/2026. The academy will prioritise fidelity to systematic synthetic phonics, precise assessment and rapid keep-up so that pupils who fall behind acquire foundational reading knowledge quickly.
- **Mathematics:** Mathematical fluency is a sustained strength and should no longer be framed as a general area of weakness. The focus for 2026–2027 will be to maintain secure fluency while strengthening mathematical reasoning, application, independence and depth across cohorts.
- **Greater Depth and higher attainment:** Strong expected-standard outcomes provide a secure foundation for increasing depth. Leaders will maintain explicit challenge for higher-attaining disadvantaged pupils and seek to increase their representation at higher standards, particularly across combined Reading, Writing and Mathematics.
- **Targeted academic support:** Intervention and tutoring will be commissioned in response to identified barriers rather than disadvantage alone. Baseline and exit assessment, evidence of transfer into classroom learning and value for money will be used to determine whether individual approaches are sustained, adapted or discontinued.
- **Wider barriers:** Attendance, family engagement, wellbeing and access to enrichment will remain integral to the strategy. Leaders will increasingly evaluate these approaches through their impact on individual pupils rather than participation or provision alone.

2025/2026 evaluation of key approaches

Area	2025/2026 evidence	Judgement and implication for 2026–2027
EYFS / GLD	Overall GLD was 86%, substantially above the published national figure of 69.0%. For disadvantaged pupils, 67% (8 of 12 children) achieved GLD. This represents a 19 percentage point gap compared with the overall cohort, indicating that outcomes for disadvantaged children remain an area for focused improvement despite strong overall EYFS attainment.	Strong overall impact. Maintain high-quality universal provision. Target additional early-language, communication and readiness support according to individual starting points and diagnostic evidence.
Year 1 phonics / rapid keep-up	Year 1 phonics was 72%, following 75% in 2024–2025 and 83% in 2023–2024. Year 2 recheck evidence is not currently available within the review evidence.	Requires improvement and increased strategic focus. Prioritise consistent Little Wandle implementation, precise assessment and rapid keep-up. Evaluate how quickly identified disadvantaged pupils catch up.
KS2 Reading, Writing, Mathematics and combined	Overall: R 85%; W 93%; M 91%; combined 82.4%. Disadvantaged: R 96.2%; W 100%; M 96.2%; combined 96.2%.	Very strong impact for disadvantaged pupils. Sustain high-quality teaching and precise support. Do not frame KS2 disadvantaged attainment as a general deficit. Evaluate existing provision for impact and cost-effectiveness.

Area	2025/2026 evidence	Judgement and implication for 2026–2027
Greater Depth / higher attainers	KS2 higher standard overall: R 32%; W 32%; M 46%; combined 19%.	Strong foundation with scope for greater depth. Maintain explicit challenge and metacognitive support for higher-attaining disadvantaged pupils and monitor their representation at higher standards.
Attendance and persistent absence	Overall attendance improved from 95.4% in 2024–2025 to 95.9% in 2025/2026, remaining above the national (94.7%) and Hartlepool (94.8%) comparators. Persistent absence reduced from 8.8% to 8.4%, substantially below the national (13.9%) and Hartlepool (13.3%) comparators. Disadvantaged attendance remained stable at 93.8%, although this remains 2.1 percentage points below overall school attendance, indicating a continuing attendance gap requiring targeted action.	Strong whole-school impact. Continue early identification and graduated attendance intervention. In 2026–2027, evaluate impact specifically for disadvantaged pupils and quantify the effectiveness of Attendance Success Plans and Student Attendance Success Discussions.
Family engagement	The academy has established strong family support and early intervention through the Inclusion Team, attendance processes, wraparound provision and links with external agencies. The evidence currently available does not quantify disadvantaged family participation in academic review meetings.	Continue but strengthen impact evaluation. Measure whether targeted family engagement improves attendance, learning, engagement with intervention or access to appropriate support rather than measuring attendance at events alone.
Targeted interventions / tutoring	School-led tutoring through Third Space Learning provided targeted support for Year 6 pupils. The academy also operated a range of targeted academic and inclusion interventions.	Retain selectively. Continue intervention and tutoring only where diagnostic assessment identifies a specific barrier. Require baseline/exit measures, evidence of classroom transfer and consideration of value for money before recommissioning.
Enrichment / poverty-proofing	The academy provided an extensive programme of clubs, sport, STEM and robotics, performing arts, educational visits, residentials, Scholars and leadership opportunities.	A significant strength of provision. Continue poverty-proofing the wider curriculum while strengthening evaluation through disadvantaged participation, sustained engagement and evidence of impact on confidence, aspiration, independence and readiness for secondary education.

Externally provided programmes

Programme	Provider
Third Space Learning – targeted mathematics tutoring, subject to 2026–2027 commissioning and ongoing impact evaluation	Third Space Learning

Voice 21 / Elevate Oracy, where funded through Pupil Premium	Voice 21

Overall, evaluation of the 2025/2026 strategy demonstrates that disadvantaged pupils achieve very strongly at the end of Key Stage 2 and benefit from an ambitious, inclusive curriculum and extensive wider opportunities. The next stage of the strategy is therefore one of precision rather than expansion: sustaining the approaches demonstrably associated with strong outcomes, addressing the clear weakness in early phonics, increasing depth and challenge, identifying barriers earlier and evaluating more rigorously whether individual interventions and wider strategies improve pupils' achievement, attendance, participation and independence. Funding will be adapted or redirected where evidence does not demonstrate sufficient impact.