

Pupil Premium Strategy Statement: East Meon CE Primary School March 2026

This statement details our school's use of pupil premium (and recovery 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	79
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	March 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Cat Olver
Pupil premium lead	Cat Olver
Governor Lead	Jane Cobley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Pupil premium funding carried forward from previous years	£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>	£31,815

Part A: Pupil Premium Strategy Plan

Statement of intent

At East Meon Primary School, our vision is for all children to make good progress, achieve highly across the curriculum and be able to take part in all the enriching opportunities we offer. We want all children to leave our school as confident, independent and resilient individuals who are ready for the next step of their educational journey.

As a school, our key approach to enabling all our children to flourish is the use of high-quality, inclusive teaching. Research proves that this has a significant positive impact on children's progress and attainment. In our school, this approach includes:

- Responsive, adaptive children based on continual formative assessments and the needs of the class;
- A teaching team who are actively trying to identify potential barriers to learning and find ways to remove these;
- Teaching and refining learning behaviours and a growth mindset;
- High expectations of progress, academic achievement and behaviour at all times across the curriculum;
- Ensuring there are high levels of attendance.

Our inclusive model, means that children spend the majority of their time in class being taught by their class teacher alongside their peers. This means that children are able to build strong, positive relationships with their classroom teacher and peers.

We want all our children to feel included and to understand that they belong at East Meon. With this in mind, we work hard to ensure that all children, regardless of background, are able to access extra-curricular opportunities, are given additional responsibilities and are supported to develop socially, emotionally and spiritually.

The headteacher is the school DSL, Pupil Premium Lead and Designated Teacher and works closely with the school SENCo. This means that any children who are identified as being vulnerable can be planned for at a strategic level, taking advantage of all resources and external agency support which is on offer. This strategic level of leadership for vulnerable children includes:

- Identifying which children are vulnerable within our school and ensuring staff are made aware of these children;
- Decision making around provision, staffing, parental engagement and training;
- Monitoring the progress of vulnerable children and identifying any areas where

further support is needed;

- Nominated SEND and Pupil Premium governors who monitor the implementation and impact of this strategy;
- Targeting resources to where they are most able to impact on good progress and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	The number of children making up our Pupil Premium group has significantly increased (18% in December 2023 to 22.7 in March 2026) and appears to be continually increasing as more families face financial hardship. This means there are some challenges around monitoring and tracking these individuals.
2	Many of our Pupil Premium children are not achieving age-related expectations in reading, writing and Maths and are not making expected progress each term. There are concerns around learning behaviours for some of these children and how much they are supported with their learning at home.
3	Writing has been identified as the weakest area for our Pupil Premium children.
4	55.5% of our Pupil Premium children also have SEND. This provides an extra layer of challenge to ensure their needs are met at all times in school.
5	A significant number of our Pupil Premium children require additional social, emotional and/or wellbeing support. This can be around a number of areas, including emotional school-based avoidance, anxiety, bereavement and parent separation.
6	Some of our Pupil Premium pupils experience financial contexts which are very different to the majority of our other families. Supporting parents to access all the opportunities offered, including enrichment activities, is key to not only providing beneficial experiences for the children, but also social equality.
7	A few of our Pupil Premium pupils have low attendance rates, some even fall into the persistent absentee group.
8	We have one service family at our school. This has not been the case for a number of years prior to them joining, so staff may need additional training to effectively support this family.

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 attainment of Pupil Premium children.	<ul style="list-style-type: none"> Accelerated progress for those children who are not currently achieving ARE in reading, writing and Maths. Interventions used effectively for focus children to enable quicker progress. Writing outcomes will improve after a focus on handwriting, spelling and the use of high-quality text drivers.
To improve learning behaviours of Pupil Premium children.	<ul style="list-style-type: none"> Children will demonstrate positive learning behaviours during lessons. They will take responsibility for their own learning and show sustained listening and focus during lessons.
To achieve and sustain improved wellbeing for Pupil Premium children.	<ul style="list-style-type: none"> Sustain high levels of wellbeing throughout 2025/26 demonstrated by: <ul style="list-style-type: none"> - Full participation in extra-curricular activities - Strong friendships sustained - Positive peer interactions observed for children's interaction and behaviour records - A significant reduction in emotional school-based avoidance
To improve the ability of Pupil Premium children to regulate and respond positively to emotions.	<ul style="list-style-type: none"> ELSA provision to be effectively running throughout 2025/26 to ensure emotional needs for all individuals are well supported and addressed, enabling the individuals to: <ul style="list-style-type: none"> - Make accelerated progress across the curriculum - Receive crisis support as required so that the individual can continue to positively engage with classroom learning experience constructive peer socialisation and develop positive own emotional resilience.
To improve attendance levels for Pupil Premium children.	<ul style="list-style-type: none"> Attendance levels increased, particularly for those who are currently classed as persistent absentees.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher input to maximise thinking and challenge.	Metacognition and self-regulation approaches to support children to think about their own learning more explicitly such as teaching them specific strategies for planning, have been shown to have high impact on learning. There is some evidence to show that disadvantaged children are less likely to use these strategies so teaching them directly can encourage greater use in the future. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	2, 3, 4
Additional LSA provision to reinforce, pre-teach and secure learning.	Studies have shown that where an LSA interacts with a child it may lead to less teacher interaction which the children need and could potentially therefore be detrimental overall. Support must therefore be in addition to the teacher input for the session, prior to whole-class learning.	2
Develop use of concrete resources and pictorial representations in Maths.	Using manipulatives and pictorial representations has been proven to support children to develop their understanding of different mathematical concepts in both KS1 and KS2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
Embed the use of the 'Mastering Number' programme to develop automaticity of number bonds in EYFS and KS1. Introduce this programme in KS2.	'Mastering Number' is a mastery learning approach which, as an approach, has consistent positive impacts with effects higher for primary pupils in Maths. Mastery Learning approaches aims to ensure all pupils have mastered key concepts before moving onto the next topic. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	2
Embed the use of 'Little Wandle'	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged	2

phonics scheme to secure phonics learning for all in EYFS and Year 1/2.	pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	
Begin to use Spelling Shed across KS2 to improve spelling.	Explicitly teaching spellings has shown to improve writing outcomes as pupils' cognitive resources are freed from having to focus on this during the writing process. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	2

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

Budgeted cost: £14,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support, higher adult-to-child ratio, 1:1 support in lessons and structured interventions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA to support with emotional	Children who develop their emotional awareness, regulation and ability to focus are able to make more rapid progress with their learning. Both targeted interventions and universal approaches can have positive overall effects:	2, 5, 7

understandi ng.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Provide free access to Breakfast Club and After-School Club.	Free access to Breakfast Club and After-School Club is a strategy we hope will lead to improved attendance and punctuality. High levels of attendance are important for both academic success and wellbeing, enabling children to build relationships with staff and peers. https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment	2, 5, 6, 7
Pay for additional costs including trips, swimming lessons and residential.	There is strong evidence to suggest that physical activity can support with physical development and wellbeing and also some evidence that it can lead to additional academic progress as well. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	2, 6

Total budgeted cost: £31,815.00

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.

Last year's Pupil Premium Strategy focused on five intended outcomes:

Outcome 1: To improve attainment of PP children.

- 11 out of the 23 PP children did not achieve age-related expectations in reading, writing or Maths at the end of the academic year. Some of these children were close to meeting but had not quite reached the standards necessary.
- 3 PP children were meeting age-related expectations in some areas (reading, writing and/or Maths), but were not meeting at the combined level.
- 8 PP children were meeting age-related expectations in reading, writing and Maths (therefore meeting at the combined level).
- 1 PP child was meeting age-related expectations at greater depth across reading, writing and Maths (therefore meeting at greater depth at the combined level).

Outcome 2: To improve the learning behaviours of PP children.

- Behaviour was a key focus across the school throughout the 2024-2025 academic year with work done across all classes during lessons, PHSE and collective worship. All children were taught, and had modelled for them, the desired behaviours.
- There were significant improvements in behaviour across the school, including that of PP children. There was a significant reduction in the number of negative behaviour incidents, which can be seen by the decreasing number of behaviour entries on the school's record systems.
- The Primary Behaviour Service was used to support individual pupils with behaviour and noted significant improvements in their reports. Two PP children were put on individualised behaviour plans which worked well to help improve their behaviour.

Outcome 3: To achieve and sustain improved wellbeing for PP children.

- The ELSA role was prioritised throughout the academic year 2024-2025 with dedicated time for this each afternoon. A number of PP children benefited from taking part in these sessions.
- PP children took part in all class trips and swimming lessons. All PP children in Year 5/6 attended the residential trip in the Summer Term.
- There was high attendance of PP children at extra-curricular sporting clubs and events.

- The headteacher and ELSA attended EBSA training and used this to support 1 PP family where attendance levels were low due to EBSA. This had a positive impact on both attendance and wellbeing for this pupil.

Outcome 4: To improve the ability of PP children to regulate and respond positively to emotions.

- PHSE lessons included a focus on identifying emotions and strategies for managing these.
- The ELSA role was prioritised throughout the academic year 2024-2025 with dedicated time for this each afternoon. A number of PP children benefited from taking part in these sessions. This included both planned interventions and reactive time to support in times of crisis.

Outcome 5: To improve attendance levels for PP children.

- 1 of the 23 PP children had attendance at 100%.
- 18 of the 23 PP children had attendance at 95% or above.
- 2 of the 23 PP children had attendance between 90% and 95%.
- 2 of the 23 PP children were persistent absentees with attendance between 80% and 90%.

Externally provided programmes

Programme	Provider
Becoming First Class at Number	Every Child Counts
First Class at Number	Every Child Counts
Success at Arithmetic	Every Child Counts
Fresh Start Phonics	Read, Write, Ink
Little Wandle Phonics and Catch Up	Little Wandle
Mastering Number	NCETM