

Pupil premium strategy statement – Little Ealing Primary School

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	624
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	FGB
Pupil premium lead	Emily Caldwell
Governor / Trustee lead	Dev Daas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69845.72

Part A: Pupil premium strategy plan

Statement of intent

At Little Ealing Primary School our intention is that all pupils, irrespective of their background or challenges, make good progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Ultimate Objectives

Our objectives for the disadvantaged pupils at Little Ealing are that by the time they leave the school in Year 6, they can:

- perform, at least, equal to the standard of their peers
- read fluently and with understanding so they can access the full breadth of the curriculum
- develop confidence in their ability to communicate effectively in various contexts
- look after their own social and emotional well-being and develop resilience
- access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving Objectives

To achieve our objectives and overcome identified barriers to learning, we will ensure across the school there is:

- high quality first teaching in the classrooms
- effective interventions which meet the needs of the individual targeted pupils
- pastoral support for pupils and their families to ensure emotional and social development
- full access to a broad and balanced curriculum (adapted as appropriate for pupils with SEND) including trips, residential and first-hand learning experiences
- opportunities to participate in enrichment activities, including sports, music, MFL

Key principles of our strategy at Little Ealing will be rooted in:

- ensuring thorough tracking of all pupils through their time at Little Ealing to be able to respond to individual progress and attainment
- being responsive to individual needs, including intervention when necessary
- careful monitoring to identify any low levels and persistent absences to ensure that all pupils have access to full and regular schooling

Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning – often linked to SEND – cognitive and learning
2	Levels of oracy
3	Attendance and Punctuality
4	Personal, social and emotional development needs
5	Emotional literacy, resilience and anxiety

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
Sustain secure attainment in Reading	KS2 reading outcomes show the outcomes of pupils eligible for the PPG are in line with outcomes for all pupils nationally at the secure standard
Sustain secure attainment in Writing	KS2 writing outcomes show the outcomes of pupils eligible for the PPG are in line with outcomes for all pupils nationally at the secure standard
Sustain secure attainment in Maths	KS2 maths outcomes show the outcomes of pupils eligible for the PPG are in line with outcomes for all pupils nationally at the secure standard
Sustain positive attendance	Above national average for disadvantaged pupils
Sustain positive well-being	Pupil and staff feedback through surveys and anecdotal evidence indicate that they are happy, secure and confident
Develop oral language skills and vocabulary	Assessments and observations (during learning walks) show pupils engaged and have parity with peers
Build resilience	Staff and pupil feedback reflect positive behaviour for learning and attitudes to school

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: **£ 21825.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing internal and external CPD to ensure quality first teaching, including: - Weekly CPD for Class Teachers - Weekly Briefing for EYPs and LSAs - Bespoke and generic external specific to barriers for PPG group £17,500	EEF Report on Effective Professional Development - promote, deliver, and design high-quality learning opportunities. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ https://educationendowmentfoundation.org.uk/education-eef/evidence-guidance-reports/effective-professional-development	1, 2, 4
Professional Development Programme for Year Group Leaders to ensure quality first teaching for all pupils, including: - Assessment and Tracking of Pupils - Monitoring, feedback and action planning - Coaching and CPD – difficult conversations £1500	Tracking pupil progress – cyclical monitoring Coaching Year Group Leader – shared expertise and accountability Monitoring, feedback, action planning, reviewing	1 to 5
Whole School Oracy Project £500	EEF Toolkit – Oral Language Interventions ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Phonics: Read, Write Inc (RWI) £1475	Use of a DfE Validated systematic synthetics phonics programme: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes The reading framework (DfE): https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf EEF Toolkit: ‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Development of teaching comprehension skills: - RWI comprehension programme for Year 2 - Y3 – 6 – whole class guided reading £450	‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Maths: Fluency in Number £400	Teachers to engage with the most up-to date thinking from the Maths hub: ‘Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1

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

Budgeted cost: **£ 9,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics support for targeted	We know that phonics knowledge underpins the development of reading.	1, 2, 5

small groups or individuals £4,200	EEF key findings Small group tuition has an average impact of four months' additional progress over a year. EEF (+3) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an essential component in developing early reading skills, particularly for children from disadvantaged backgrounds. See links in RWI section above.	
Additional staff to allow smaller group sizes and targeted interventions - Reception and Y1 £4,200	Evidence collated by EEF suggests that small group teaching has a greater beneficial impact on disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 to 5
Box Clever intervention used with target pupils £1,000	Box Clever is a researched successful intervention strategy to improve oral language development. On average, oral language approaches have a high impact on pupil outcomes (+6 months EEF) See links in Oracy project above.	1, 2, 5

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

Budgeted cost: **£ 38620.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Internal Staff CPD linked to – behaviour, Therapeutic Thinking, Occupational Therapy, including use of Beacon School Package and outreach support from Ealing Primary Centre. £1206.62	Both targeted interventions and universal approaches can have a positive overall effect on pupils being ready for learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively... Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Link to Impact of Trauma on brain development and functioning for children:	4 and 5

	https://neu.org.uk/latest/library/impact-trauma-brain-development-and-functioning-children Link to Trauma Informed Schools UK: https://www.traumainformedschools.co.uk/	
Supporting Social, Emotional and Mental Health needs across the school: - early intervention and support - use of zones of regulation - 5 to thrive 3-year contract with Ealing Counselling Service £5,394.10	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic outcomes at school and later): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Maslow's hierarchy of need supports securing pupil well-being as essential for supporting personal and academic growth. • Metacognition and self-regulation – EEF +7 months	4 and 5
Embedding principles of good practice set out in the DfE's Improving School Attendance, particularly focused on advice to improve the attendance of persistently absent children £3,800	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Internal evidence of improvement and link to academic achievement.	3
Subsidised clubs (including breakfast club and after school club), residential trips, enrichment, workshops and trips. £1,500	EEF Toolkit: 'We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Arts participation – EEF +3 months	1 to 5

Art Therapy £6,500	EEF – Social & Emotional Learning – targeted support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 and 5
ELSA £720	EEF – Social & Emotional Learning – targeted support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 and 5
Extended time given to all parents of disadvantaged pupils during parent-teacher meetings £500	EEF – Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 to 5
Specialist teachers to deliver high quality specialist teaching, across all year groups to ensure a broad and balanced curriculum offer. This includes – music, PE, French and Computing. £19,000	Research suggests that high quality teaching can narrow the disadvantage gap. And that promoting effective CPD plays a crucial role in improving classroom practice and pupil outcomes: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 to 5

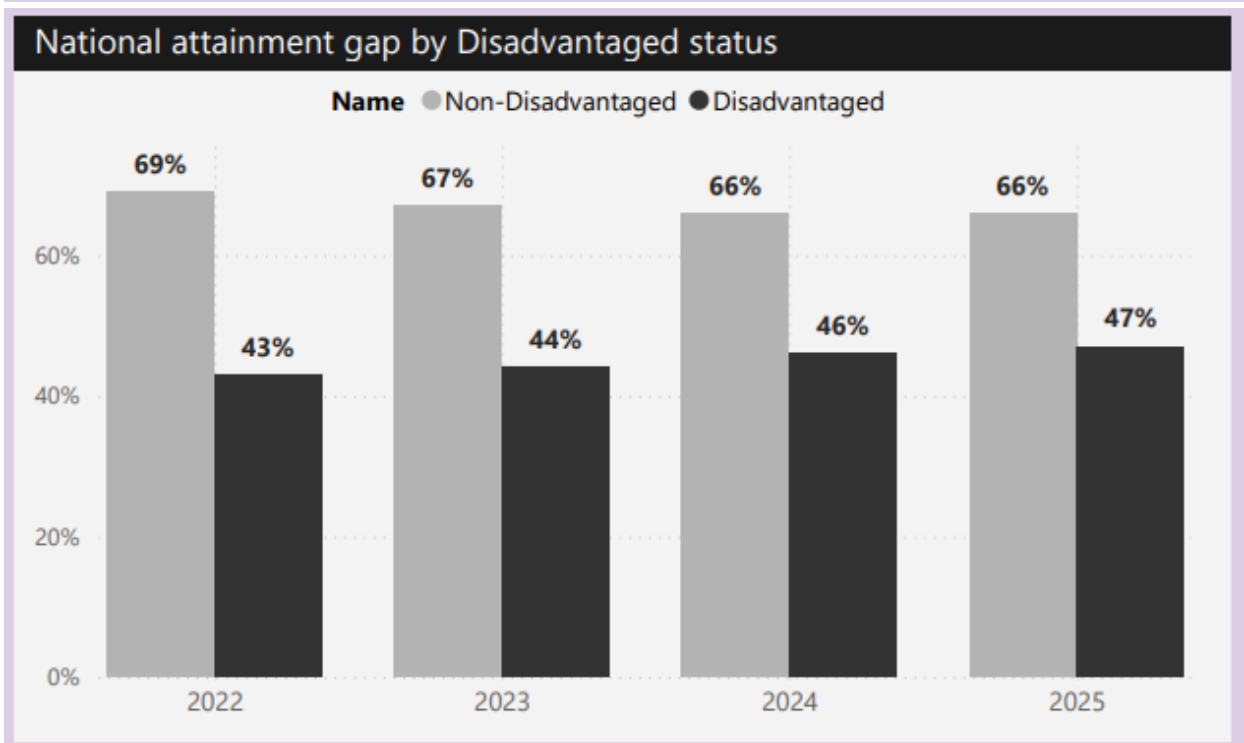
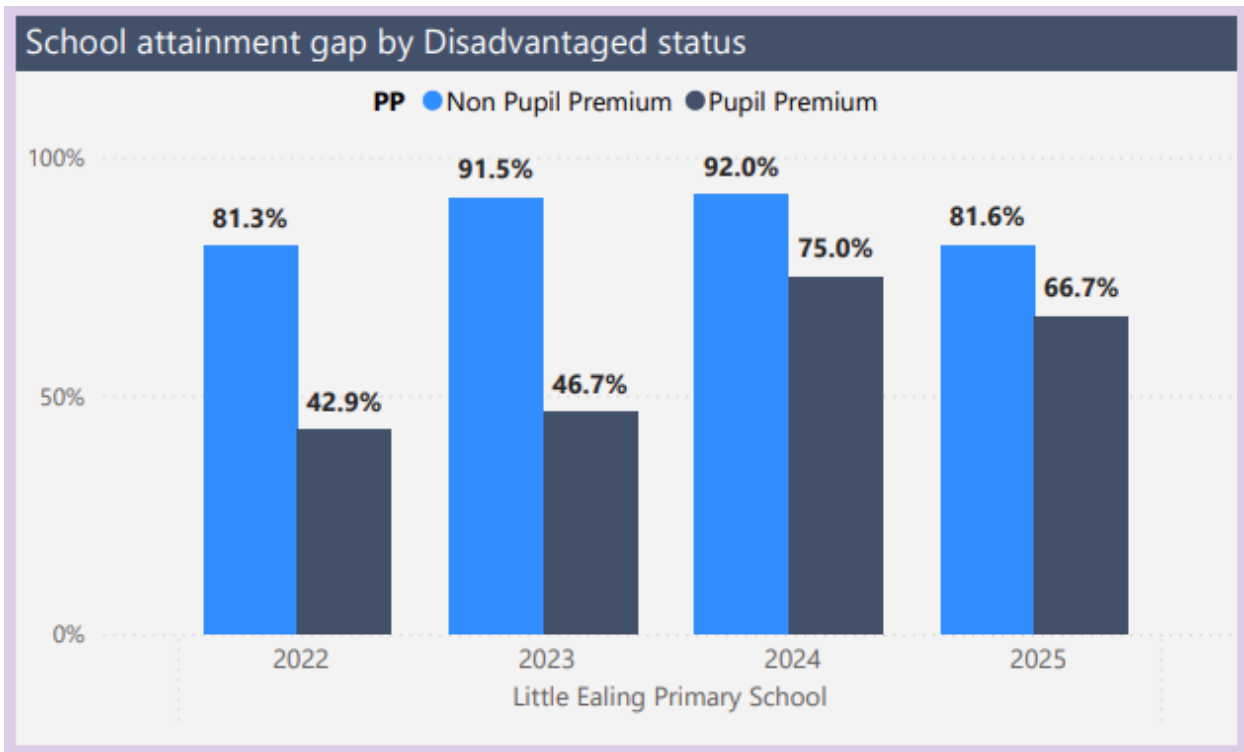
Total budgeted cost: £ 69845.72

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

End of Year Assessments – July 2025

Key Stage 2 – Disadvantaged Pupils

Reading, Writing, Maths Expected Standard % by Pupil Premium Status



Attendance

	Little Ealing Attendance Average	National	Local Authority
PP Pupils	95.7% - 51 pupils	93.7%	93.1%
Non-PP	96.2%	94.8%	95.1%

Externally provided programmes

Programme	Provider
Phonics – comprehension programme	Phonics: Read, Write Inc (RWI)
Maths – White Rose scheme	White Rose Hub

Further information

At Little Ealing we are a community school and inclusion for all pupils is one of our aims. Reflecting this, the PTFA is focused on raising money to provide enriching experiences for all pupils at the school, with a particular focus on allowing access to pupils regardless of their background or circumstances. This is done discretely and with sensitivity.

Examples of the support which positively impacts disadvantaged pupils:

- access to school events
- books and iPads used in the classroom
- musical instruments for whole class music lessons
- Occupational Therapy Resources
- Outdoor Learning Provision