

Pupil premium strategy statement – Easington 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	774
Proportion (%) of pupil premium eligible pupils	40.31%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	N Falconer
Pupil premium lead	Y Thorez
Governor / Trustee lead	E Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£345,530

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

Easington Academy supports disadvantaged pupils in all areas of their education from the moment that they arrive in school. In September 2025, 40.3% of students are classed as disadvantaged. However, 73.8% of our pupils live in the top 2 quintiles of the most deprived postcodes in the UK. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. We support our pupils' physical and mental health and wellbeing, removing barriers to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Disadvantaged pupils may face many and complex barriers during their education which make effective learning very difficult. Some pupils have very specific, individual needs and others have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. textbooks / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil premium funding contributes to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place for independent study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1 to 1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour

- working with pupils and their families to identify the causes of attendance concerns and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes
- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our internal data shows that some pupils struggle to attend regularly, some are often late, and some are persistently absent.
2	Behaviour Some pupils struggle to manage their behaviour and lack the resilience to cope with everyday challenges.
3	Reading A higher proportion of disadvantaged pupils are below their chronological reading age, meaning they struggle to access subjects across the curriculum and their wellbeing can also be affected.
4	Aspiration Some pupils have little aspiration for the future and need additional adult support and additional careers guidance so that they do not limit their own potential. Some pupils have very low expectations of themselves. In order to respond to the Academy's high expectations, this needs constant reinforcement and encouragement. Some families need support so that they can raise their expectations for their children and this may require targeted intervention and support.
5	Preparation for Learning Some pupils struggle with the increased complexity of organisation within a secondary environment and increased demands for independent work. Some pupils need additional adult support to enable them to fully achieve during the school day and after school with managing homework. Some pupils lack access to the internet and the use of computers to support their learning and a space to study with adult support. School uniform can be a significant challenge for some families.
6	Enrichment Opportunities Some pupils need additional support to develop the necessary behaviours and skills needed for success in school and beyond. Some pupils need to experience a wealth of enrichment experiences to broaden their horizons and unlick opportunities. Some pupils don't have the opportunity to participate

	regularly in sports outside of school and therefore benefit from a variety of extracurricular sporting activities.
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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
1. Attendance of PP pupils will be in line with national average for their cohort.	<ul style="list-style-type: none"> Data will exemplify a positive increase in PP attendance Targeted interventions will increase over the forthcoming year PP pupils will be rewarded strategically through whole school attendance initiatives.
2. The behaviour of the PP cohort will be comparable to that of their peers	<ul style="list-style-type: none"> Through the explicit teaching of IMPACT, pupils will increasingly display these behaviours and house points on EASI will reflect this. Evidence of a wide range of bespoke behaviour interventions are used to support pupils to improve their behaviour, evidenced through the daily "Inclusion Log" and EASI.
3. The reading skills and age of identified struggling readers will improve.	<ul style="list-style-type: none"> NGRT data and bespoke testing in conjunction with Research School colleagues will identify those most in need of reading interventions (including the need for glasses). Appropriate interventions will support pupils to improve their reading, focusing on the most appropriate interconnective strand (phonics, fluency and/or comprehension). Teams Reader testing will evidence improvements in words per minute count.
4. Low aspiration will not limit academic achievement or chosen next steps.	<ul style="list-style-type: none"> Our disadvantaged cohort will perform in line with all pupils nationally in GCSE exams. Destination data will demonstrate aspiration and show that our pupils are prepared for their next steps.
5. All pupils will be supported to be successful in their studies.	<ul style="list-style-type: none"> Homework completion data will demonstrate parity between this group and their peers. No pupil will be without necessary uniform and equipment items.

6. All pupils will benefit from a carefully mapped enrichment provision and explicit teaching of key behaviours and skills through our IMPACT system.	<ul style="list-style-type: none"> Data will reveal parity in extracurricular participation (disadvantaged and all pupils). House point totals will demonstrate that disadvantaged students are displaying the IMPACT behaviours as frequently as their peers.
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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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guide to improving working memory</p> <p>EEF : Metacognition and Self Regulated Learning</p>	1, 2, 3, 4, 6
Staffing costs to provide coaching support and lead professional development.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	1, 2, 3, 4, 6
<p>Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.</p> <p>Visits to a main feeder primary to work with Y6</p>	<p>EEF : Effective Professional Development</p> <p>EEF: Teaching and Learning</p> <p>Toolkit Ofsted: Subject Curriculum research reviews</p>	2, 3, 4, 6

pupils prior to transition, will be undertaken, to enhance teacher's understanding of prior knowledge to plan the curriculum effectively in the next key stage and make amendments as needed.		
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils are able to access the full curriculum and articulate their understanding.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	3, 4
Learning resources: Expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and Maintenance of online learning platforms for pupils to support learning (POD and Easi)	EEF: Teaching and Learning Toolkit The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3, 4, 5, 6
Recruitment and retention of specialist staff in English and mathematics to support improved progress and attainment. • Recruitment costs • Staffing costs • ECF programme	EEF guide to pupil premium – effective teacher in front of every class	1, 2, 3, 4, 6

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

Budgeted cost: £154,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in mathematics and English identified by teaching staff. Mathematics and English leads plan for bespoke	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1, 2, 3, 4

<p>intervention to enable pupils to catch up on earlier work that is missed or poorly understood.</p> <p>Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.</p> <p>Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning. (This is a whole school priority that encompasses all pupils)</p>		
<p>In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention.</p> <p>Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged, as appropriate.</p>	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	4
<p>Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas.</p> <p>Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the learning mentors in The Hub and academic reading in all subjects (via subscription).</p>	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy – Supporting oral language development KS1/KS2</p> <p>EEF: Improving Literacy in Secondary Schools</p>	3, 4, 5
<p>Targeted reading intervention programme supported NGRT tests.</p> <ul style="list-style-type: none"> Battery of tests conducted by RS colleagues 	<p>EEF: Teaching and Learning Toolkit - peer tutoring, small group work, reading comprehension</p> <p>EEF Secondary Literacy Guidance p30</p>	3, 4, 5

<ul style="list-style-type: none"> • Small group phonics and reading comprehension interventions delivered by Assistant SENDCO and Lead Learning Mentor. • Reading Ambassador Programme 		
To provide pupils with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF: Mentoring	1, 2, 3, 4, 5
To identify pupils with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	1, 2, 3, 4, 5
Provision and deployment of teaching assistants appropriately is essential to supporting learning ‘in the moment’ and being able to respond to pupils who need additional support to keep up and catch up.	EEF: Making Best Use of Teaching Assistants	1, 2, 3, 4, 5
Provision and staffing of safe spaces available for targeted children throughout the day.	NFER: Recovery during a pandemic	1, 2, 3, 4, 5
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of school nurse, counsellor and non-teaching Year Managers.	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1, 2, 3, 4, 5

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

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium – use of wider strategies relating to non-academic barriers	1, 4, 5, 6
Attendance intervention programme to work with families to reduce absence of pupils who struggle to attend regularly.	EEF: Guide to Pupil Premium	1, 4, 5, 6
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	1, 4, 5, 6
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement). Provision of bespoke fitness activities for identified pupils to engage with sports and improve their health and fitness through our Sports Hub.	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing in schools and colleges	1, 4, 5, 6
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences	EEF: Guide to the pupil premium	1, 4, 5, 6

and broaden their horizons. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.		
Support for parents to become engaged with their children's learning through EASI system, information meetings, interactive workshops and online learning platform	EEF: Parental Engagement	1, 2, 4, 5
School Nurse and Wellbeing Officer	EEFV Guide to Pupil Premium	1, 2, 4, 5

Total budgeted cost: £ 414,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our disadvantaged cohort performed extremely well in the 2025 GCSE exams. This group achieved well above the national average for the disadvantaged group on all measures and was above or in line with all pupils nationally.

- The A8 for the disadvantaged cohort was 48.03 (national average for disadvantaged was 34.55 and 46.2 for all pupils).
- 40.54 % of disadvantaged pupils achieved 5+ E and M (national average for disadvantage was 26%)
- 64.86% of disadvantaged pupils achieved 4+ E and M (national average for disadvantaged was 43% and 65% for 'all').
- 37.84% of our disadvantaged cohort achieved EBACC 4+ compared to a national average of 12% for disadvantaged and 24% for 'all'.
- 21.62% of our disadvantaged cohort achieved EBACC 5+ compared to a national average of 7% for disadvantaged and 17% for 'all'.
- Participation of our disadvantaged pupils in our extracurricular programme was in line with their peers.
- There was no variation between subgroups in house point totals.
- Due to the more strategic targeting of PP pupils with regards to attendance, we saw a 2.32% increase in overall attendance for this group of pupils.