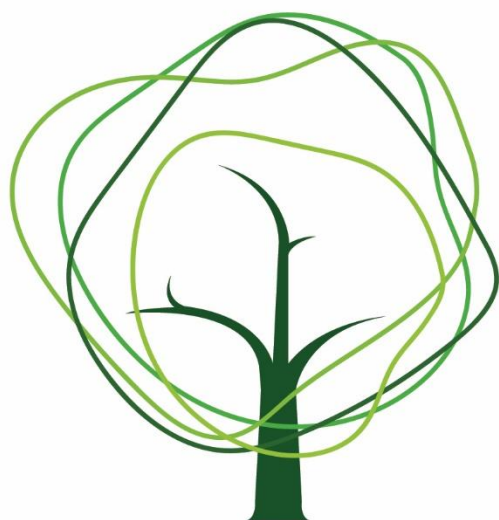




Eyres Monsell

Primary School

Pupil Premium Strategy

2026-27

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	397
Proportion (%) of pupil premium eligible pupils	142
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 - 26 2026 - 27
Date this statement was published	
Date on which it will be reviewed	March 2027
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,350
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>	£212,350

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that disadvantaged pupils receive the targeted support, enriched opportunities, and high-quality teaching necessary to increase attainment, and thrive across all areas of school life. We aim to remove barriers to learning - whether academic, emotional, social, or financial - so that every Pupil Premium child can access the full curriculum, feel a strong sense of belonging, and make progress in line with or above their peers.

We use specialist provision such as ELSA, Thrive, and our Family Link Worker to support emotional wellbeing, strengthen home - school relationships, and equip pupils with the regulation and stability needed to fully engage with learning. By funding access to school trips, enrichment opportunities, and outdoor play equipment, we ensure all children, regardless of background, can participate in shared experiences that promote cultural capital, physical development, and social confidence.

Targeted intervention in literacy, numeracy, and wider learning enables us to identify and close gaps swiftly, giving disadvantaged pupils personalised academic support that accelerates progress. Likewise, speech and language programmes ensure that communication needs are addressed early, helping pupils develop the language foundations required for success across the curriculum.

We implement robust attendance strategies to tackle barriers to regular school participation, ensuring disadvantaged pupils benefit from consistent routines, high-quality teaching, and strong peer relationships. In addition, investment in teacher training and whole-school CPD ensures that all staff are equipped with the knowledge, skills, and evidence-informed approaches needed to support disadvantaged learners effectively.

Through this combination of pastoral care, academic intervention, inclusive enrichment, and professional development, we are committed to providing every Pupil Premium pupil with the best possible chance to flourish both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Decrease in outdoor enrichment activities outside of school
2	Attainment levels lower in literacy, oracy and numeracy across school
3	Teacher Training not specific to enable staff to support the wide range of pupils
4	Home-school relationships are a priority for the school
5	Intervention support for pupils to be improved to increase attainment

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
Increased attainment in literacy, oracy and numeracy	Assessment data, pupil/staff feedback. Learning walks and Triad meetings feedback.
Greater access to outdoor enrichment activities across school	Decrease in lunchtime behaviour incidents. Increase in pupils wanting to access outdoor provision.
Intervention groups have a greater impact for all pupils	Assessment data and tracking the pupils who specifically have interventions. Are they achieving higher than expected.
Strengthened home-school relationships to further the understanding of at-home life for children	Parent feedback/surveys. Greater use of support services would highlight the need for this and why it is put in place.

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.

Total budgeted cost: £227,000

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Professional Development	Increased teaching & learning across school. Teachers have experience with multiple curriculums and are more adaptable.	3/5	£5,750
Teacher Mentoring Release Time	Supports the development of new teachers across school and increases the ability of these teachers by giving them enhanced mentoring time. We have seen an increase in the development of our ECTs since investing the extra money.	3	£5,000
Network Events / Staff Meetings	Increased skillset of staff across school. Further support for all pupils	3	£2,500

	in all aspects, as well as gaining extra knowledge. Staff meetings help SLT support/ prioritise a specific area of teaching and learning to further the support for all pupils.		
National College Subscription	See above. Links to our SDP to improve the standards of teaching & learning across 4 main areas.	3	£1,750
Total			£15,000

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

Budgeted cost: £177,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Extra staff to support intervention groups	Evidence includes improved assessment outcomes, progress between baseline and post-intervention, stronger work in books, increased engagement and attendance, and positive pupil and teacher feedback.	5	£82,350
Structured interventions to take place with extra staff	See above	5	£15,000
Thrive/ELSA Staff	Increased use of our ELSA and Thrive practitioners across the school supporting both disadvantaged and whole school. Effectiveness of these services has increased and shown an increase in behaviours for these pupils.	3/5	£45,500
Maths Projects	Evidence includes improved mathematical understanding shown through baseline-to-end assessments, increased accuracy and fluency, stronger problem-solving in classwork, higher engagement in project tasks, and positive feedback from pupils and teachers participating in targeted maths projects.	2	£2,500
Speech and Language Therapists	More children require this support than before. Early interventions are put in place when impairments are identified early on. We have seen an	2	£10,000

	increase in development since investing extra resources in the speech and language provision. This is the 3 rd area mentioned on our development plan. Priority spending is key for a school in our position. Investing in priority areas is key, especially with a school with high levels of PP children.		
Early Years Reading Resources	Evidence includes improved early reading assessments, increased phonics confidence, stronger vocabulary use, enhanced engagement with books, and positive pupil and teacher feedback, demonstrating the impact of targeted early years reading resources.	2	£1,000
Literacy Project	Evidence includes improved reading and writing assessments, stronger comprehension skills, increased engagement with texts, and positive feedback from pupils and staff. Literacy is an area on our SDP supporting the main priorities across school.	2	£1,500
High Quality Curriculum Resources	Improved assessment outcomes, increased independence in tasks, stronger application of skills across subjects, higher engagement in lessons, and positive pupil and teacher feedback.	2	£7,000
Total			£164,850

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

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Top up for school trips for disadvantaged pupils	Greater access to extracurricular activities for disadvantaged children. Narrowing the gap between PP children and the rest of school. Children are more willing to come to school and participate in these activities.	4	£5,500

Family Link Worker	Increased parental engagement, better home–school communication, enhanced family wellbeing, and positive feedback from parents. Early support measures put in place for most at-risk families	4	£25,000
Attendance incentives and early help systems	improved attendance patterns, reduced persistent absence, earlier family support engagement, and positive feedback showing the impact of incentives and early help systems.	4	£1,000
Outdoor enrichment activities	Improved social skills, increased engagement, enhanced wellbeing, stronger physical development. Spending on our SDP is prioritised and ensuring children have access to outdoor provision is essential and becoming a greater part of the curriculum year on year.	1	£1,000
Total			£32,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Point	2025-2026	2024-2025
Total Pupil Premium Students	148 (36.2% of school)	148 (36.2% of school)
Education, Health and Care Plan	5.4% (8 out of 148)	5.4% (8 out of 148)
SEN Support	29.7% (44 out of 148)	29.7% (44 out of 148)
EAL	27.0% (40 out of 148)	27.0% (40 out of 148)
Attendance Rate	90.4%	90.5%
Unauthorised Absences	3.3%	3.4%
Authorised Absences	6.2%	6.1%
Physical Lateness	1.5%	0.86%
Total Suspensions (Count)	25	14
Main Suspension Reasons	Physical assault, disruptive behaviour	Disruptive behaviour, assaults
Total Permanent Exclusions	0	0

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rock Music	Rock Steady Music

Further Information – What We Do and How We Do It

Pupil Tracking

Pupils are assessed in school daily and, through swift identification of needs, pupils can then be identified for interventions, where needed. Pupils will, therefore, have support in-class but additional support from interventions from our Teaching Assistants (TAs). Interventions can be academically based or social and emotional supports. Interventions, reading support from volunteers and other supports are recorded by the TA and Class Teacher. Multiple times a year, staff complete pupil tracking data on iTrack.

Pupil Progress Meetings

Pupil Progress Meetings with SLT to review the iTrack data and identify any pupils requiring further support. Pupil Premium pupils are identified and discussed with separate tracking sheets provided so that PP pupils are monitored closely. These sheets are shared with the English and Maths Leads to ensure that, where there are any issues or gaps, the leads can work with the class teachers to provide support.

Attendance Tracking

The Deputy Head Teacher compiles attendance data and will check the attendance of PP pupils against the whole school figure. Where there are concerns, parents are contacted and offered support. PP financial help may be offered for Wraparound Care if this supports attendance. We also compare our attendance data to local development groups within the Leicester City area.

Scrutiny Mechanisms

Alongside the tracking, progress meetings and attendance tracking, learning walks, pupil voice and book scrutinies take place with Subject Leads, the Headteacher and Link Governors. Pupils selected for scrutiny are tracked so that a range of pupils are seen for each scrutiny including PP work.

Reporting To Governors

Through the Headteacher's Report To Governors and the Performance & Standards Committee, PP progress is reported and discussed with actions and challenges for governors to follow up in school. These are communicated through notes of visit.