

# Eastbrook School

## Pupil Premium Strategy Statement 2024 – 27

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Eastbrook School
Number of pupils in school	1333
Proportion (%) of pupil premium eligible pupils	37.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Headteachers Jamie Gibson Evan Hollows
Pupil premium lead	Andrea Downer
Governor / Trustee lead	Michela Pascucci Craig Gladden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£464,370
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£464,370</b>

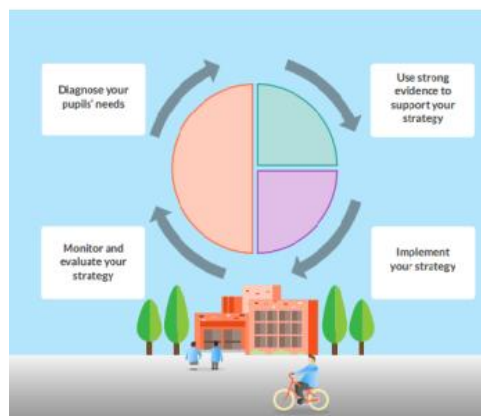


## Part A: Pupil premium strategy plan

### Statement of intent

We have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. Our evidence for these strategies is based on research by the Education Endowment Foundation: [The EEF Guide to the Pupil Premium | EEF](#)

We use a four-step approach



Our intention is that all pupils, irrespective of their background or the challenges they face, make good, sustained progress and achieve high attainment across the curriculum. As a school that celebrates character, we also recognise the importance of preparing all our pupils for future pathways and lifelong learning. This is based around our PROUD habits: Principled, Resilient, Open, Understanding and Disciplined.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including the gifted and talented. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are also aware that many within our community have suffered during and since COVID and have experienced significant changes to their circumstances.

Quality First Teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with extra support to develop an independent lifestyle and gain social skills, whilst continuing to ensure that high quality guidance linked to character and further education/destinations is available to all.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Impact on learning due to repeat sanctions resulting in disadvantaged pupils being out of class more than non-disadvantaged pupils.
2	Attendance gap between disadvantaged students and non-disadvantaged students, in particular persistent absence.
3	Maintaining the improvement at closing gaps in Attainment and Progress between disadvantaged students and non-disadvantaged students
4	Disadvantaged students being able to access the curriculum by meeting the need for subject specific resources.
5	Career guidance for disadvantaged students resulting in increased entry into Ebacc and post 16 pathways.

## 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 reduce the amount of time disadvantaged students, spend out of class due to repeat sanctions.	<ul style="list-style-type: none"> <li>- Behaviour tracking data shows reduced gaps in disadvantaged students out of class due to sanctions compared to non-PP.</li> <li>- Increased proportion of positive PROUD points on school system for disadvantaged students.</li> </ul>
To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.	<ul style="list-style-type: none"> <li>- Attendance tracking data shows improved attendance for disadvantaged students.</li> <li>- Overall school attendance to be at or above national average.</li> </ul>
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	<ul style="list-style-type: none"> <li>- Internal school tracking data shows improved attainment for disadvantaged students.</li> <li>- External national key headline measures show disadvantaged gap continues to close or has been closed.</li> <li>- Enhanced curriculum offer through a commitment of enrichment activities such as the '50 Things To Do Before 11 ¾' in Primary.</li> </ul>
To help Disadvantaged students access the curriculum by meeting the need for subject specific resources.	<ul style="list-style-type: none"> <li>- Participation within lessons and independent learning.</li> <li>- Quality work produced which in turn results in improved outcomes.</li> </ul>
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	<ul style="list-style-type: none"> <li>- Entry data for Ebacc</li> <li>- Destination data</li> </ul>

## 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: £ 270,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>Pupil outcomes improve with effective CPD, this year the new CPD policy puts CPD strategy in the 'hands' of the departments, to plan what CPD is needed to achieve the overall department and school objectives.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	3
ECT retention	<p>A recent pilot study shows promising results in the effect of supportive programmes that enable retention of ECTs. There is a dedicated programme at Eastbrook that supports teachers in their ECT years.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p>	3
School-wide Learning and Teaching pedagogy	<p>The metacognition that is developed by having a school-wide approach to learning teaching enables students to develop skills in eventually evaluating their own learning experience. The impact can be +7 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1, 2, 3
Team teaching and/or smaller groups sizes	<p>Through the retention of specialist teachers in Maths, MFL and History, we offer team teaching and smaller class sizes, impacting the outcomes of disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1, 3

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

Budgeted cost: £70,220,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one and small group tuition/ intervention</i>	<p>One-to-one and small group intervention impacts +5 and +4 month respectively. Disadvantaged students are targeted for intervention in English (including phonics) and Maths during their form time and after school.</p> <p>MABLE intervention strategies. Raising the achievement of high ability PP students through targeted workshops and small group tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<i>Homework support clubs</i>	<p>Homework has a +5 month impact with pupils in secondary schools. Homework clubs provide a space in school for disadvantaged students who may not have that opportunity at home.</p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<i>Extended day</i>	<p>Extending the learning time for students ensures opportunity for depth and breadth coverage of the national curriculum.</p> <p>The extracurricular for Yr11 and Yr10 allows catch-up and an opportunity to develop confidence and progress at KS4.</p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<i>Revision material</i>	<p>Material deprivation impacts students' progress in education. Free revision material and resources for all PP students in core students allows effective learning outside of the classroom.</p> <p><a href="#">EEF Attainment Gap Report 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	4
<i>Holiday intervention</i>	<p>Providing opportunities for students during the school breaks to seek academic support.</p> <p><a href="#">Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4

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

Budgeted cost: £ 124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance welfare officer</i>	<p>The improving school attendance guidance shows that clear and affective structures can improve attendance and persistent absence.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674212/improving_school_attendance_guidance_for_schools_and_local_authorities.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	2
<i>School Councilor</i>	<p>Targeted interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	1, 4
<i>Educational visits and clubs</i>	<p>Participation in extra-curricular clubs can improve pupil engagement across the curriculum. The EE research shows that for Arts related trips and clubs, there is an impact on literacy and mathematics amongst other areas of the curriculum. <a href="https://www.eef.org.uk/publications/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<i>Post 16 guidance</i>	<p>Aspiration intervention can range from different approaches, though exposing children to new opportunities raises aspiration which is often attributed to improved attainment.</p> <p>Eastbrook provides clear targeted career guidance around post 16 to enable students to make their own aspirational goals.</p> <p><a href="https://www.eef.org.uk/publications/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<i>Behaviour support, Pastoral Team and THRIVE</i>	<p>Behaviour intervention seeks to improve attainment by improving engagement in learning.</p> <p>Specific programmes such as THRIVE support students with specific behaviour issues.</p> <p>Pastoral Team supports the creation of a general school ethos and one-to-one behavioural therapy.</p> <p><a href="https://www.eef.org.uk/publications/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<i>Character Education</i>	<p>Our Character Education programme is a Social and Emotional Learning (SEL) intervention by design. Our school led approach to building a positive school ethos supports students to engage in learning.</p> <p><a href="https://www.eef.org.uk/publications/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

<i>Alternate provisions</i>	<p>Reducing challenging behaviour in school helps reduce variety of behaviours which impact learning for all.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2
<i>Uniform and equipment</i>	<p>Although this intervention has low impact, this allows disadvantaged students to participate as active participants in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	1, 2, 3



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

To reduce the amount of time disadvantaged students, spend out of class due to repeat sanctions

The reduced suspensions and the number of Proud Points for pupil premium students is an indicator of the impact of key strategies aimed to increase time and engagement in class.

Intended outcome	Success criteria
To reduce the amount of time disadvantaged students, spend outside of class due to repeat sanctions.	Behaviour tracking data shows reduced instances of disadvantaged students being out of class due to sanctions. Increased proportion of positive PROUD points on school Arbor system for disadvantaged students.

### The PP / Non PP Gap and Suspensions

	PP Total Suspensions	PP Suspensions by Pupil	PP Suspensions by Day	% of PP Cohort to receive Suspension	% of Suspensions which were PP
2022 - 23	116	60	270	11.39%	62.70%
2023 - 24	106	69	285	15.72%	58.56%
2024 - 25	46	31	85	7.40%	52.27%

Suspensions data for pupil premium students at its lowest levels in the past three academic years

PP PROUD Points 2023	1271
PP PROUD Points 2024	3282
<b>PP PROUD Points 2025</b>	<b>6251</b>

Proud points awarded to pupil premium pupils have seen a year-on-year increase for the last three academic years despite the number of pupil premium students decreasing.

To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.

Intended outcome	Success criteria
To close the gap of disadvantaged students' attendance by working towards the attendance of non-disadvantaged students.	Attendance tracking data shows improved attendance for disadvantaged students. Overall school attendance to be at or above national average.

The attendance gap between PP students and non-PP students still exists, however the attendance figure shows year on year improvement across the past three academic years.

This illustrates the work of the Inclusion Team and Eastbrook's commitment to a strategic approach to attendance.

Attendance %	22/23	Term 1: 23/24	Term 1: 24/25	Term 1: 25/26
PP PA rate	59.7%	37%	25%	28%
NPP PA rate	40.99%	23.84%	15%	17.7%
PP Att. EBK	83.46%	87.39%	89.8%	90.3 %
NPP Att. EBK	89.07%	92.30%	94.3%	94.9%

To continue the trend in closure of attainment and progress gap between disadvantaged students and non- disadvantaged students.

Intended outcome	Success criteria
To continue the trend in closure of attainment and progress gap between disadvantaged students and non-disadvantaged students.	Internal school tracking shows evidence of improved attainment for disadvantaged students. External national key headline measures show disadvantaged gap continues to close or has been closed.

### End of Key Stage 2 Outcomes 2025

Due to the planned expansion of the ASC Additional Resource Provision (Apollo), the nationally reported figures include pupils who are not typically entered for statutory Key Stage 2 assessments. Therefore, to provide a fair and accurate representation of pupil achievement and curriculum impact, the outcomes referenced below relate to the mainstream cohort only. This ensures that the evaluation reflects the performance of pupils who participate in the full assessment pathway, while acknowledging the inclusive and specialist nature of the school's wider provision.

Reading %			
	Disadvantaged	Non-Disadvantaged	Difference
Eastbrook	89	95	-6
Local Authority	74	79	-5
National	63	88	-25

Disadvantaged pupils at Primary perform exceptionally well in Reading, with 89% achieving the expected standard, 26 percentage points higher than the national average for disadvantaged pupils. The attainment gap between disadvantaged and non-disadvantaged pupils at Eastbrook (-6%) is minimal and significantly narrower than the national gap (-25%). This indicates strong provision and equitable teaching outcomes for disadvantaged learners.

Writing %			
	Disadvantaged	Non-Disadvantaged	Difference
Eastbrook	89	95	-6
Local Authority	69	77	-8
National	59	78	-19

In Writing, disadvantaged pupils match the success seen in Reading, with attainment 20% above national disadvantaged outcomes. The school's -6% gap again compares favourably to both LA (-8%) and national (-19%) levels, showing effective strategies to support writing attainment among PP pupils.

Maths %			
	Disadvantaged	Non-Disadvantaged	Difference
Eastbrook	78	74	+4
Local Authority	72	81	-9
National	61	80	-19

Maths results show an impressive reversal of the typical disadvantage gap, with our disadvantaged pupils outperforming their non-disadvantaged peers by 4%. Compared to the national picture, where disadvantaged pupils trail by -19%, this represents a significant achievement and a testament to effective, targeted mathematical interventions.

Reading, Writing, Maths (Combined) %			
	Disadvantaged	Non-Disadvantaged	Difference
Eastbrook	78	74	+4
Local Authority	59	70	-11
National	47	69	-22

At Key Stage 2 in 2024, attainment of the disadvantaged group for reading, writing and maths

(combined) within the mainstream cohort was 65%. This was 13% above the LA and 19% above the National average.

In 2025 this had risen to 78% showing exceptional equity and impact for disadvantaged pupils. Their combined attainment of 78% is 19 percentage points above the LA average and 31 points above the national disadvantaged average, demonstrating sustained and accelerated progress over time.

#### **End of Key Stage 4 Outcomes 2025**

Nationally, there was no progress data available this academic year, however attainment 8 data shows significant improvement for pupil premium pupils with an increase from 30.1 in 23/24 to 36.4 in 24/25

The gap between the percentage of pupil premium pupils achieving a standard pass (grade 4) and above in English and Maths closed to a 1.4% difference with non pupil premium peers and an overall increase to 48.1% of pupils obtaining this headline measure compared to only 36.8% the previous year

2024 - 25					2023 - 24			
	Cohort	PP	Non PP	PP Gap	Cohort	PP	Non PP	PP Gap
<b>Cohort</b>	142	54	91		213	87	126	
<b>Attainment 8</b>	38.3	36.4	38.4	2	35.2	30.1	39.5	-9.4
<b>% 9-7 Eng &amp; Maths</b>	6.3	1.9	8.8	-6.9	5.2	2.3	7.1	-4.8
<b>% 9-5 Eng &amp; Maths</b>	31	29.6	31.9	-2.3	23	16.1	27.8	-11.7
<b>% 9-4 Eng &amp; Maths</b>	49.3	48.1	49.5	-1.4	45.2	36.8	52	-15.2

The Ebacc average point score (APS) for pupil premium students was 3.02 an increase from 2.47 in 2024 and 2.96 in 2023. Though a small number of pupils, the Ebacc APS indicates that PP students are consistently improving in the core academic suite at a standard relative to their non-PP peers. This is a positive indicator for those continuing to take the Ebacc subjects, as it shows improvement in the group's attainment.

To include disadvantaged students in enrichment activities across the curriculum.

Intended outcome	Success criteria
To include disadvantaged students in enrichment activities across the curriculum.	School website provides further information on a whole host of enrichment activities.  MABLE events promoted in school to raise aspirations.

The school website catalogues trips, clubs and other enrichment activities. [Enrichment - Eastbrook School](#)

To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices

Intended outcome	Success criteria
To provide excellent age critical careers guidance so disadvantaged students make ambitious choices for Ebacc and for their post 16 choices	Entry data for Ebacc Parental engagement Careers events and opportunities

2023 -Year 12 Biology and Chemistry disadvantaged students	2024- Year 12 Biology and Chemistry disadvantaged students	2025- Year 12 Biology and Chemistry disadvantaged students
15%	23%	17%

Working with families has been a key element when supporting students to make ambitious choices at GCSE and beyond with pupils and families provided with knowledge and understanding of the GCSE process. A strategic approach to working with families at critical stages in the academic year has supported pupils to make sound and ambitious choices at GCSE and beyond.

Additionally, PP students have benefited from one-to-one support with the school careers advisor which has allowed students to make informed choices on post-16 options.

## Externally provided programmes

Programme	Provider
Therapy/counselling	THRIVE ELSA Lego Therapy Zones of Regulation Hotheads (SEMH) Wobbles
Enrichment and access to curriculum	Evolve
Attendance programmes	Arbor additional package
Literacy	Bedrock Literacy assessment online LBQ Read Write Inc. Phonics Read Write Inc. Sure Start Coram Beanstalk
Baseline assessment	CAT4 FFT Aspire
Speech and Language Screening	Speech and Language Link
Active Hub	Pearson EDEXCEL
Unifrog	
SISRA Data Analysis	

