

Pupil premium strategy statement: Ebor Gardens Primary Academy

This statement details our school's use of pupil premium funding, for the 2025 to 2026 academic year, 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
Number of pupils in school	Ebor Gardens Primary Academy
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2025 (Year 2 of 3)
Date on which it will be reviewed	November 2026
Statement authorised by	Natalie Wathen / Michael Sanderson
Pupil premium lead	Natalie Wathen
Governor / Trustee lead	Michael Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£261,695

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about our use of Pupil Premium funding, we have considered the context of the school and any identified challenges faced by pupils at Ebor Gardens Primary Academy. Ebor Gardens Primary Academy is a two-form entry primary school in inner-east Leeds, an area of high social disadvantage. At Ebor, 43% of pupils are eligible for Pupil Premium funding and we use this funding to mindfully improve educational outcomes for this pupil group. Although all pupils benefit from many elements of our provision, we have a good understanding of the barriers to learning which can influence disadvantaged children in particular, and have developed a curriculum offer that seeks to meet the needs of our pupils.

Principles

At Ebor Gardens Primary Academy, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. We have a sharp focus on equality of opportunity for all pupils and are fully committed to providing our children with the knowledge, skills and experiences which they need to access the next stage of their educational journey, and beyond. We ensure that the quality of teaching is good and that lessons are carefully designed to meet the needs of all the pupils and accelerate progress towards age-related expectations.

We ensure that we have good systems for the assessment of all pupils, and that our analysis and planning for future learning is detailed and precise. It is important to note that in addition to using a range of initiatives to ensure the excellent academic achievement of our disadvantaged pupils, we also believe that we have a moral purpose to provide opportunities for pupils to grow emotionally and socially, as well as placing a high value on their well-being and happiness. We believe that it is extremely important to prepare our pupils to become valuable contributors to our society.

Practice

Strategies to enable all pupils to achieve well may include:

- Increasing the attendance and punctuality of all pupils
- Increasing adult:pupil ratios within Quality First Teaching, enabling small group work and a commitment to same day intervention for pupils at risk of underachievement.
- Investing in the range of curriculum, before and after school resources and experiences so that all pupils have the opportunity to learn an instrument, to participate in sporting competitions and to experience learning outside of the classroom.
- Ensuring accurate assessment methodologies support teachers in the identification of gaps in knowledge.
- Ensuring SEND partnerships enables the early identification of need, and that high quality advice and support is available to teaching, support staff and families.
- Contribution towards activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- The funding of specialist learning software and devices.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Ebor Promise and thus enhance learning behaviours.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Phonics, Reading, Writing and Maths
2	Weak language and communication skills
3	Complex special educational needs
4	Attendance, punctuality and persistent absenteeism
5	Positive behaviour, wellbeing support and mental health support
6	Access to resources and wider experiences, including trips and visits

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	Improve attainment at all statutory assessment points to increase the percentage of children achieving age-related expectations and greater depth.	Increase attainment in line or above national data at EYFS, KS1 and KS2 points of assessment in Reading, Writing, Maths, SPaG, Phonics and MTC.
2	Development of language rich environments to improve SALT outcomes	Increase speaking and listening skills and close gaps
3	Ensure the needs of all pupils with SEND are identified, planned for and met	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths
4	Improve attendance, improve punctuality and reduce persistent absenteeism	Increase attendance to meet school expectations, reduce persistent absenteeism and reduce instances of lateness to close the gap between PPG and Non-PPG pupils.
5	Promote positive behaviour and mental health support	Through intervention, pupils will have enhanced engagement in learning activities, increased resilience and coping skills, improved self-esteem and confidence.
6	Increase access to resources and wider experiences so children can use first-hand experiences to use in their learning in the classroom	Through a well-planned and resourced curriculum, and the opportunity to participate in trips and activities, children will have increased opportunities for first-hand experiences in the curriculum to support their learning.


Activity in this academic year: 2025-26

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: £122,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions</p>	<p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5 months, phonics +4 months– EEF)</p>	
<p>High quality CPD for leadership, teaching and support staff:</p> <ul style="list-style-type: none"> → Leadership & teaching staff NPQs → Attendance at Trust subject networks for subject specific CPD. → Oracy training for all staff, in conjunction with an external partner. → DfE systematic synthetic phonics scheme (Rocket Phonics) for FS1/FS2/KS1, including training materials to ensure a consistent approach. → Weekly PPA & team meeting time facilitated by Phase Leaders 	<p>CPD programme is evident in staff meetings, network meetings, Trust wide training (Josie TV) and targeted specialist CPD opportunities.</p> <p>QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5 months, phonics +4 months– EEF)</p> <p>EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (EEF)</p> <p>EEF: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.'</p>	
<p>Rigorous assessment processes to support teaching staff in their identification of gaps:</p> <ul style="list-style-type: none"> → NFER assessment materials → Raising Attainment Planning processes led by Assessment Lead & SENCO 	<p>EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	
<p>Whole school CPD focus on Oracy to develop speaking and listening skills by:</p> <ul style="list-style-type: none"> → targeted reading aloud and book discussion with young children; 	<p>EEF +6 Months : The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate</p>	

<ul style="list-style-type: none"> → explicitly extending pupils' spoken vocabulary; → the use of structured questioning to develop reading comprehension; → the use of purposeful, curriculum focused, dialogue and interaction → Joining the Voice 21 Project (3 years) to develop work on oracy. 	<p>and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</p>	
<p>Specialist teachers in music and Spanish as part of the PPA model:</p> <ul style="list-style-type: none"> → Spanish (Junior Jam) → Music (Junior Jam; whole class instruments from Year 3). 	<p>EEF: 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>To embed the use of Welcomm assessments in EYFS and to promote a focus on oral language intervention within the foundation stage.</p> <p>2024/25 - SALT traded services to enable children quick assessment and therapy due to long NHS waiting lists</p>	<p>EEF +6 months Progress: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</p>	
<p>Additional SLT member to work alongside, coach, mentor and develop QFT across school.</p>	<p>To develop the whole school development plan using the guidance report from the EEF 'Putting Evidence to Work - A School Guide to Implementation'</p>	
<p>Non-class based SENCO, Inclusions services, diagnostic tools such as SNAP/YARK, CPD training for SENCO and teaching teams on the wide range of SEND needs we have.</p>	<p>EEF - 5 recommendations for SEND in mainstream schools.</p>  <p>The infographic consists of five numbered cards with icons and text:</p> <ol style="list-style-type: none"> 1. Create a positive and inclusive environment for pupils with SEN: <ul style="list-style-type: none"> • Inclusion should be a whole-school approach, not just a SEN strategy. • Schools should ensure that all pupils have equal access to the curriculum and opportunities for learning and achievement. • Schools should ensure that all pupils have equal access to the curriculum and opportunities for learning and achievement. • Schools should ensure that all pupils have equal access to the curriculum and opportunities for learning and achievement. 2. Set high expectations for all pupils: <ul style="list-style-type: none"> • Schools should ensure that all pupils have high expectations for their learning and achievement. • Schools should ensure that all pupils have high expectations for their learning and achievement. • Schools should ensure that all pupils have high expectations for their learning and achievement. 3. Focus on pupils' basic skills: <ul style="list-style-type: none"> • Schools should ensure that all pupils have a strong foundation of basic skills, such as reading, writing, and numeracy. • Schools should ensure that all pupils have a strong foundation of basic skills, such as reading, writing, and numeracy. • Schools should ensure that all pupils have a strong foundation of basic skills, such as reading, writing, and numeracy. 4. Invest in high-quality teaching: <ul style="list-style-type: none"> • Schools should ensure that all pupils have access to high-quality teaching, which is tailored to their needs. • Schools should ensure that all pupils have access to high-quality teaching, which is tailored to their needs. • Schools should ensure that all pupils have access to high-quality teaching, which is tailored to their needs. 5. Work effectively with teaching assistants: <ul style="list-style-type: none"> • Schools should ensure that all pupils have access to teaching assistants who are trained and supported to work effectively with them. • Schools should ensure that all pupils have access to teaching assistants who are trained and supported to work effectively with them. • Schools should ensure that all pupils have access to teaching assistants who are trained and supported to work effectively with them. 	

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching capacity through Assistant Principal in UKS2 to continue to develop effective intervention programs in reading, writing and maths.</p> <p>Additional support staff in EYFS/KS1 to support targeted intervention for our youngest pupils.</p>	<p>EEF + 4 months: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>	
<p>Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia -by supported and trained members of staff.</p>	<p>EEF +6 months 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.</p> <p>EEF +2 months Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating.</p>	

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily breakfast club with high quality social activity offered to all children free of charge.</p>	<p>EEF 2+ months: Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	
<p>Strategic Safeguarding Lead will continue to work in close partnership with the Learning & Family Support Mentor and the Strategic Attendance Lead to target families in need of support and intervention.</p>	<p>The DfE (2015) says there is a clear link between poor attendance and lower academic success.</p> <p>CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing</p>	

<p>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for improvement in attendance.</p> <p>Attendance awards raise the profile of good attendance at school.</p>	<p>numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.</p>	
<p>While most pupils in most lessons are well-behaved, misbehaviour in class can be a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class.</p> <ol style="list-style-type: none"> 1) Intensive staff CPD creates good conditions for learning for all pupils. 2) Implement effective whole school PSHCE curriculum (Jigsaw) 3) Reward systems invest in establishing learning and socially acceptable behaviours as the norm 4) Targeted approaches for individuals in school, alongside training and support for staff. 	<p>EEF Improving Behaviour in Schools Guidance (2019) recommends:</p> <ol style="list-style-type: none"> 1) Know and understand your pupils and influences (every pupil should have a supportive relationship with someone in school) 2) Teach learning behaviours alongside managing misbehaviour 3) Use classroom management strategies to support good classroom behaviour (inc. reward systems) 4) Use simple approaches as part of your regular routine (inc. breakfast club) 5) Use targeted approaches to meet the needs of individuals in your school (inc. specific training for staff) 6) Consistency is key 	
<p>Senior Leaders provide lunchtime support to ensure high quality provision engages pupils and promotes positive relationships.</p> <p>Investment in play equipment.</p> <p>High level of staffing to support play and lunchtimes.</p>	<p>Pupils who experience positive play and lunchtimes are more ready to learn when they return to lessons. EPI research suggests that at least two in five young people have experienced bullying in some form in the previous year. Bullying has deeply negative and long-lasting consequences for those who experience it, including mental and physical health difficulties, lower attainment and lower income in adulthood. Young people who bully others are also more likely to have mental health difficulties.</p>	
<p>A range of high quality afterschool clubs.</p> <p>Additional subsidised sports clubs in 24/25 provided by external coaches to increase participation.</p>	<p>EEF Physical Activity 1+ month The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p>	

<p>Planned sporting activities such as house competitions, competing in the partnership and other events such as the Santa Dash to increase physical fitness and well-being.</p>		
<p>Non-class based school SENCO offers the capacity for SEND support at the school. This strategic decision has been driven by a higher than usual level of complex SEND needs arriving within the pandemic period, especially amongst our EYFS and KS1 pupils.</p> <p>Other strategies include:</p> <ol style="list-style-type: none"> 1) Staff training and development 2) Specialist external support - SALT and OT 3) Diagnostic tools 	<p>EEF - 5 recommendations for SEND in mainstream schools:</p> <ol style="list-style-type: none"> 1) Create a positive and supportive environment for all pupils, without exception 2) Build ongoing, holistic understanding of your pupils and their needs 3) Ensure all pupils have access to high quality teaching 4) Complement high quality teaching with carefully selected small-group and one-to-one interventions 5) Work effectively with teaching assistants 	

Total budgeted cost: £262,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

→ 2024/25 % of PPG at Autumn 2024 Census point: 47%

→ 2025/26 % of PPG at Autumn 2025 Census point: 43%

Intended Outcomes:

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The 2024/25 academic year is year 1 of this three year Pupil Premium strategy at Ebor Gardens Primary Academy. The below evaluations are based on year 1 of the plan against the intended outcomes.

Data from tests and assessment has been used to analyse the performance of disadvantaged pupils against the whole cohort and non-disadvantaged groups. The data is shown below:

	ALL PUPILS	DISADVANTAGED	NON-DISADVANTAGED
EYFS	30 / 47	8/10	22 / 37
	64%	80%	59%
Y1 Phonics	43/57	10/12	33/45
	75%	83%	73%
MTC (20+)	42/55	18/26	24/29
	76%	69%	83%
KS2 Outcomes 2025			
	ALL PUPILS	DISADVANTAGED	NON-DISADVANTAGED
Reading	38 / 60	20 / 32	18 / 28
	63%	63%	64%
Writing	42 / 60	20 / 32	22 / 28
	70%	63%	79%
Maths	37 / 60	16 / 32	21 / 28
	62%	50%	75%
GAPS	39 / 60	15 / 32	16 / 28
	65%	47%	57%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that by the end of the Foundation Stage, disadvantaged pupils perform slightly better than their non-disadvantaged peers; however, there is a smaller population of disadvantaged children than disadvantaged children in the cohort. On the KS1 phonics screening check in Year 1, non-disadvantaged pupils perform slightly better than disadvantaged pupils. For the multiplication tables check, less disadvantaged pupils scored 20+ than their non-disadvantaged peers.

By the end of KS2, performance in reading was broadly in-line for both disadvantaged and non-disadvantaged pupil groups. However, non-disadvantaged pupils outperform disadvantaged pupils

in all other areas at the end of KS2. It is worth noting that, due to high mobility, comparing year groups year-on-year can be more problematic.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance among disadvantaged pupils (94%) was broadly in line with non-disadvantaged pupils (95%) in 2024/25. However, persistent absence for this group was above national benchmarks at 20.9% (compared to 12.4% for the non-disadvantaged group). We are committed to improving attendance for our disadvantaged pupils and recognise this gap in persistent absence is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain a focus for the Academy. The impact on disadvantaged and SEND pupils has been particularly acute post-COVID. During last academic year, there has been further enhancements to the outdoor provision with more equipment and a wider range of sporting opportunities; this will continue this academic year. We have also increased the number of Thrive practitioners to support our nurture provision, as well as working with our local cluster who provide a counsellor for our pupils.

In the period of 2024/25, we have continued to further enhance our offer for families and the wider community. We have a community hub and through this space we have hosted parental workshops, stay and play sessions and parent drop-ins. We also run a community pantry and uniform exchange; these are also supported by local charities and donations.

Based on all the information above, the performance of our disadvantaged pupils is mixed. We remain strongly committed to raising the attainment of our disadvantaged pupils. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TTRockstars
Lexia Core5 - reading intervention	Lexia Core5
Purple Mash	Purple Mash
Frog Play	Frog Community
Boost Learning Platform	Rising Stars
Learning Village Online	Learning Village
SNAP Maths and SPLD	Rising Stars
Thrive Approach	Thrive Approach
Charanga	Charanga Limited