

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Elton Primary School
Number of pupils in school	169 (05.07.25) (excluding nursery)
Proportion (%) of pupil premium eligible pupils	32 children (05.07.25) 19% (excluding nursery)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it was reviewed	July 2025
Date on which it will next be reviewed	July 2026
Statement authorised by	Kevin Manning
Pupil premium lead	Kevin Manning
Governor / Trustee lead	Rev. John Hellewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49855

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to meet the needs of all our disadvantaged children – not just those who are eligible on the pupil premium criteria. This can include children who have developed large gaps through high mobility. Our intention is to allow the best possible academic progress for the children through effective class support, interventions, pastoral guidance and attendance support.

We aim to support the children within lessons by having well trained teachers and support staff on hand to give the children immediate feedback about their work at the point of learning. These staff members also model examples to the children at the point of learning.

The school has adopted a mastery approach within both its maths and English curriculum – aiming to ensure the vast majority of children are being supported to learn and apply the objectives for their year group. All staff receive training within mastery through staff meetings, INSETs and from outside trainers such as from the local Maths Hub. Staff have also been trained in metacognition and self-regulation learning. They model their thinking and scaffold activities to help students develop their own metacognitive skills.

Outside of lessons, we try to help children bridge any gaps in their learning through small group support. These sessions are led by our staff as they deliver programmes such as Read Write Inc (RWI) phonics groups, Nuffield Early Language Intervention (NELI) and Pathways to Progress.

The school also aims to support the children with their mental health and emotional issues. We employ a learning mentor/ELSA who is trained in many programmes and works with our children both on regular timetabled interventions and on ad-hoc check-ins as and when needed. We also work with a local charity Passion for Learning (PFL) to offer 1-1 adult support for our children from 3 of their team. Our engagement with PFL also allows some of our children to engage in trips and extra-curricular activities that they may not otherwise have opportunities to do. We subsidise residential costs for Pupil Premium children in Yr2, Yr4 and Yr6.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of our pupil premium children who attain age related expectations (ARE) in reading, writing and maths is lower than their school peers in many classes and often lower than their national peers at the end of KS2 in all areas too.
2	Social and emotional issues of a number of our pupil premium children have a detrimental effect on their progress and on rare occasions on that of their peers
3	Attendance rates for some of our pupil premium children are lower than their peers and too many are still persistently absent.
4	Mobility issues and travelling by some of our pupil premium children make sustained progress difficult to maintain.

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
In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school	By summer 2027 the progress (using school's assessment tracking) of all pupils who are eligible for pupil premium will be in line or better than their non-pupil premium peers within school for all curriculum areas.
More pupil premium children will achieve ARE in reading, writing and maths across all year groups.	By 2027, as evidenced on Sonar, the difference will be diminished in the levels of pupil premium children reaching age expected standards (ARE) compared to their peers across school. In the summer 2025 the Yr6 pupil premium children will match national levels of attainment for reading and maths during their SATS tests.
The attendance rates of our pupil premium children will improve across the year (excluding those absences due to travelling).	To diminish the difference between disadvantaged pupils and their peers in attendance: improved attendance and punctuality of disadvantaged children. The number of PP children persistently absent will have dropped from 44% of the pupil premium children in 2020/21 to below 15% by 2026/27.
Behavioural issues of those children with specific social and emotional needs will be addressed.	Pupil voice will continuously show that all children agree that behaviour is well managed in all classes and that all children feel they have adults they can talk to when feeling anxious or upset. Parental views will echo this.

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: mastery / effective feedback during lessons /metacognition

Budgeted cost: £17987

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers will continue to access year specific 'Mastery Planning' training from RWI hub, White Rose and Schoot to ensure correct progression of skills across a unit of work for writing. Throughout the year staff will work alongside external SIP and SLT to moderate children's work and to identify areas for development. The school will continue to participate in a Maths Hub mastery programme with training delivered via the new "Regional Maths Collaborative."	The EEF states: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress.	In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school. More PP children will achieve ARE in reading, writing and maths across all year groups.
All staff will be trained in metacognition skills – allowing for effective modelling and scaffolding techniques. Teachers, HLTAs and TAs will support class groups during literacy, numeracy and reading sessions giving immediate – at the point of learning – support and feedback. Teachers, HLTAs and TAs prioritise their time and support during class in supporting pupil premium children. This includes ensuring that they have verbal assessment feedback during lessons to guide them at the point of learning; and ensuring that they have frequent small group modelled support in lessons.	The EEF states that metacognition has very high impact (+8 months) and is low cost. This is based on extensive evidence. The EEF also states: Evidence suggests that TAs can have a positive impact on academic achievement...when TAs support individual pupils or small groups, which on average show moderate positive benefits. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Feedback can be effective during, immediately and after learning.	
HLTAs and TAs will support small groups during phonics, guided reading and guided comprehension sessions. These small groups will allow more focus on specific sounds and skills.	EEF states: Phonics has high impact for very low cost based on very extensive evidence. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	
School will purchase a new handwriting scheme that will be	The Writing Framework states: "The importance of handwriting in	

clearly sequenced and progressive across all year groups and use INSET time to train staff to deliver it using the inbuilt training resources.	developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils." And, "Pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception"	
School will purchase a training package for all teachers to attend an organised series of training sessions on the new Writing Framework: "Understanding and implementing the Writing Framework." This includes training on, "Development of English Subject Leaders: Building a successful writing curriculum, a positive writing culture and staff expertise through strong leadership," and "Subject Knowledge Development for KS1 and KS2 teachers: Meeting End of Year Expectations."	OFSTED Toolkit states, "leaders understand that the most effective inclusion strategy begins with everyday high quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations."	As above
Pupil Premium Lead will attend LA cluster group of Pupil Premium Leads to share/discuss updates and successes.		All challenges will be addressed at different stages.

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

Budgeted cost: £17,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
A variety of intervention lessons and booster sessions outside of the English and maths lessons are carried out by TAs and HLTAs during the year including NELI, Wellcom, RWI, Booster sessions and those based on the action plans created by teachers.	The EEF states that small group support can add 4 months of progress. "Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness." Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school. More PP children will achieve ARE in reading, writing and maths across all year groups

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £14,313

Activity	Evidence that supports this approach	Challenge addressed
The school will continue to employ a learning mentor to help address the emotional needs and mental health requirements for a small group of identified children. The mentor has been trained in a wide range of interventions – some targeted specifically for expected issues following the post-closure return.	EEF states: Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. EEF evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	Behavioural and mental well-being issues of those children with specific social and emotional needs will be addressed.
The school will work with the charity Passion For Learning – who can more than match fund our contributions for support sessions. Three of their staff will also work with children for 1hr per week on a 1-1 basis to support the children.		The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).
The school will continue to operate the longer office hours to ensure the office is open and manned from 8am – 4:30pm every day to help deal with attendance issues. Our learning mentor will work with families to overcome barriers in mornings – ensuring children with known issues regarding entering school in the morning are supported. This will help ensure they are in time for guided reading sessions to start.		The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).
We will subsidise residential trip costs for YR2, Yr4 and Yr6 children.		Increase attendance and engagement

Total budgeted cost: £49,855

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 2022 to 2023 academic year. Charts showing individual attainment and progress for PP and the tuition spend are kept with the headteacher.

End of Year National Data – July 2025

EYFS

- 75% achieved the Good Level of Development compared to national pass rate for ALL children of 68% in 2024.

Phonics

- Yr1 - 100% pupil premium children met the expected standard
- Yr2 – 100% pupil premium children met the expected standard by the end of Year 2

MTC

- 3 out of 7 pupil premium children attained over 80%.
- The 4 who didn't were all SEN

KS2 SATS

- Reading – 83% pupil premium children attained age related expectations compared to national pass rate for ALL children of 75%.
- Writing – 67% pupil premium children attained age related expectations compared to national pass rate for ALL children of 74%.
- Maths – 83% pupil premium children attained age related expectations compared to national pass rate for ALL children of 74%.
- Combined – 67% pupil premium children attained age related expectations compared to national pass rate for ALL children of 62%.

Internal Data

- Of the 28 PP children with baseline and finishing point – 19 made the expected good progress in reading this year. The 9 who didn't included 5 persistently absent children and another was a SEN child.
- Of the 28 PP children – 27 made good progress in writing this year. The one who didn't was SEN.
- Of the 28 PP children – 26 made good progress in writing this year. Both of those who didn't were persistently absent.

Emotional Support Work

Our ELSA spent a lot of time supporting disadvantaged children including offering therapy sessions. She also offered TAFs for several of our disadvantaged children. She offered therapies such as drawing and talking therapies and bereavement support throughout the year to many of our disadvantaged children.

She regularly collected wishes and feelings from PP children and worked with the children and parents to address any issues. She used EBNA strategies to support six of our pupil premium children.

Attendance

- Attendance – children 95% or above= 9 (28%); between 90-95% = 6 (19%); were below 90%= 17 (53%).
- Three of the persistently absent children were GRT children who had T coded absences

For the whole year 1st September '24 – current

Group	% attendance
Whole School	89.86%
Whole School w/o GRT	93.58%
Whole School w/o PP	90.09%
PP	88.94%
PP w/o GRT	89.45%

Further information

The school operates a system of positive discrimination to ensure that disadvantaged children have the opportunities to access all types of trips, experiences, clubs etc.

The school works closely with the charity passion for learning to support our families with additional educational materials during the school closure. The school works closely with other local groups to ensure our disadvantaged families are well supported.