Pupil premium strategy statement -Elton Primary School and Nursery

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 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	178 (05.11.26)
Proportion (%) of pupil premium eligible pupils	36 children (05.11.26) 20% of rec-Yr6
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	September 2026
Date on which it will next be reviewed	September 2027
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	£ 45260

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 and experienced 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.

Attendance is a barrier for some of our disadvantaged children. We have a fluctuating percentage of between 25%-30% of our school who are from our Gypsy, Roma and Traveller (GRT) communities. The children can sometimes have large gaps in their education journeys when they join us and can have low attendance – often from T coded absences to which they are entitled. We work closely with the LA GRT liaison support officer to hep support the community and employ extra office staff to help with tracking attendance movement. Many children join us substantially below age related expectations and with difficulty with basic skills due to mobility and attendance issues. Only a small proportion of our GRT children are usually eligible for Pupil Premium Funding.

We also have an “Emotionally Based School Non-Attendance (EBNA)” trained staff member who support all children across school with emotion issues that are impacting attendance.

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 often 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	A large proportion of our GRT children have phonics and reading difficulties often due to arriving at school with large gaps in their educational journey.
3	Social and emotional issues of a small number of our pupil premium children have a detrimental effect on their progress and on rare occasions on that of their peers.
4	Attendance rates for some of our pupil premium children are lower than their peers and too many are still persistently absent.
5	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 core curriculum areas.
More pupil premium children will achieve ARE in reading, writing and	By 2027, as evidenced on Sonar and IDSR, the difference will be diminished in the levels of pupil premium children reaching age expected standards (ARE) compared to their peers across school. By the summer of 2027 the 3-year average for the Yr6 pupil premium

maths across all year groups.	children will match national levels of attainment for reading, writing and maths during their SATS assessments.
The phonics progress of all children who have not passed the PSC will be accelerated.	Internal data will show good phonics progress across the school's tracking system for all children who have not passed PSC in Yr1. Due to the movement in and out of school of GRT children, exact percentages can't be given but all pupils will show good progress from whatever their starting points are.
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 63% of the pupil premium children in 2025/26 to below 35% by 2026/27. For our 25 non-GRT PP children it will have dropped from 44% in 2025/26 to 20% 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. Pupil voice will show that children and families know which adults they can seek support from and are comfortable to do so.

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: £16,205

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 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.	1
The school will continue to participate in a Maths Hub mastery programme with training delivered via the new "Regional Maths Collaborative."		

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 disadvantaged 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 be trained in RWI phonics and will support small groups during phonics, guided reading and guided comprehension sessions. This will allow for smaller more focused groups that can target 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 handwriting scheme that will be clearly sequenced and progressive across all year groups. This will help in meeting the DFE advice that schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.	The Writing Framework states: "The importance of handwriting in 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."	1 and 2
School will purchase access to the RWI hub and fund a 1-day Development Day visit from the RWI team. This allows for staff access to training videos and expert advice – as well as to well-tailored quality resources.	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).	1 and 2
School will pay for a TLC consultant to deliver a whole school training session during INSET covering strategies for the teaching of reading.	DFE Reading framework: "Given that many support staff will not have had training to teach reading, it is essential to provide this." "Leaders have to make sure that everyone has the knowledge, skills, understanding and professional support to teach reading effectively…and draw on expert training, practice and coaching to achieve this.	1 and 2

School will purchase access for all teachers to the TLC dashboard which allows for access to continuously updated planning in reading, writing, spelling and literacy intervention sessions. These plans are updated regularly and are aligned with DFE reading + writing frameworks.	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.	1 and 2
Pupil Premium Lead will attend LA cluster group of Pupil Premium Leads to share/discuss updates and successes.		1, 2, 3 and 4
GRT lead will attend LA GRT forums to share/discuss updates and successes.		1, 2, 3, 4 and 5
School will purchase access for all staff and governors to access SCHOOT which allows for continuous CPD opportunities across the whole range of school related areas.	https://educationendowmentfoundation.org.uk/ education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4 and 5

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

Budgeted cost: £10,000

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, speech and language activities, sensory circuits 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.	1 and 2

KS2 children who have not passed a PSC or have gaps in phonics knowledge will receive daily support as a targeted group.	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).	1 and 2
NELI, WELLCOM and Talk Through Stories are delivered to the younger children by trained staff to develop communication and language skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=language	1 and 2

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

Budgeted cost: £19,055

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 is trained in a wide range of interventions.	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.	3, 4 and 5
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.	Drawing on previous research, the EEF are recommending that schools: Communicate proactively with families. This can be effective for improving attendance, particularly when it is personalised and positive.	4 and 5

Our EBNA trained 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 in time for guided reading sessions to start.	EEF encourages schools to take an evidence-based approach to improving attendance in their context. Drawing on previous research, the EEF are recommending that schools: • Communicate proactively with families. This can be effective for improving attendance, particularly when it is personalised and positive. • Build an inclusive culture as a foundation for all, supplementing with targeted support. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students. • Individualise targeted support, based on strong knowledge of pupils. Focusing on understanding specific barriers in pupil's lives and offering support based on what they need to succeed in your school's context can be the best approach. Research suggests careful communication about such support is important to avoid stigmatisation.	4 and 5
School will purchase access to My Happy Mind programme that trains children in variety of mental areas including anxiety and resilience.	Point 3 of https://committees.parliament.uk/writtenevidence/164297/html/	3
Staff visible on playground at mornings and evenings to share information verbally to families who have issues around literacy levels. This ensures excellent relationships and good communication with all families.		1, 2, 3 4 and 5

Total budgeted cost: £ 45,260

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.

DFE email Jan 2026, "Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Elton Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement."

When analysing impact, it is essential to consider the mobility and T coded absences of the small cohorts. The statement above was based on a cohort that have few T coded instances or late arrivals to the class. Context has been added below to show some impacts.

End of Year National Data – July 2026

EYFS

- 50% achieved the Good Level of Development. This was 1 of 2 children. The child who didn't reach GLD joined school at the start of April and only attended 21 days before travelling again.

Phonics

- Yr1 - 67% pupil premium children met the expected standard. The two who didn't meet the standard were both new to our school in Yr1 with one joining in January and one in April and both had many T coded related absences once they had joined us.
- Yr2 – 60% pupil premium children met the expected standard by the end of Year 2. The two who didn't included a child who joined in January and who had many T coded related absences; and a child with a EHCP.

MTC

- Of the 4 children – two got full marks of 25/25. Of the other 2, one was a new starter in April and the other had an EHCP.

KS2 SATS

- Reading – 56% (5/9) pupil premium children attained age related expectations. Those who didn't reach ARE included 3 children with many T coded absences.
- Writing – 44% pupil premium children attained age related. Those who didn't reach ARE included 4 children with many T coded absences and another child who returned to education after a period of home education.
- Maths – 56% pupil premium children attained age related expectations. Those who didn't reach ARE included 2 children with many T coded absences and another child who returned to education after a period of home education.
- Combined – 22% pupil premium children attained age related expectations. Those who didn't reach ARE included 4 children with many T coded absences and an-other child who returned to education after a period of home education.

Internal Data

- In reading – 34/36 (94%) children who had a start and baseline made at least the required good progress. That breaks down to 25/26 children in KS2, 8/9 in KS1 and 1/1 in reception. 1 of the 2 who didn't make the required progress was a persistently absent (PA) child with an EHCP. Of the 19 who are working below ARE all are either on our Special Educational Needs (SEN) register or persistently absent GRT: 10 PA GRT, 4 PA SEN, 2 PA GRT SEN + 3 SEN
- In writing – 33/36 (92%) children made at least the required good progress. That breaks down to 23/26 children in KS2, 9/9 in KS1 and 1/1 in reception. Of the 3 who didn't make the required progress 1 was SEN PA, 1 was SEN and 1 was PA. Of the 24 who are working below ARE all are either SEN or persistently absent GRT: 13 PA GRT, 4 PA SEN, 2 PA GRT SEN, 3 SEN and 2 PA.
- In maths – 32/36 (89%) children made at least the required good progress. That breaks down to 23/26 children in KS2, 8/9 in KS1 and 1/1 in reception. Of the 4 who didn't make the required progress 2 are SEN. Of the 18 who are working below ARE all but 1 is either SEN or a PA GRT: 8 PA GRT, 3 PA SEN, 2 PA GRT SEN and 4 SEN.

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= 12 (29%); between 90-95% = 3 (7%); below 90%= 26 (63%).
- 15 of the persistently absent children had T coded absences

For the whole year

Group	% attendance
Whole School	**89.99%**
Whole School w/o GRT	**94.79%**
Whole School w/o PP	**90.39%**
PP	**87.75%**
PP w/o GRT	**91.62%**

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 other local groups to ensure our disadvantaged families are well supported.