



# Elworth CE Pupil Premium Strategy Statement

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	Elworth CE Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Sarah Buckley
Governor / Trustee lead	Helen Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61 707
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61 707

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is to provide every child with the best education possible, irrespective of their background or the challenges they face.

We have high aspirations for all our children, believing every child should make good progress and reach their full potential. As a dedicated RADY (Raising Attainment of Disadvantaged Youngsters) School, our strategic priority is the learning and development of our most disadvantaged pupils. The entire focus of our Pupil Premium Strategy is to ensure these pupils achieve their full potential, irrespective of their social, economic, or cultural circumstances.

At Elworth CE Primary School, our commitment is to support and guide every child in overcoming their barriers to learning. This dedication begins with high-quality first teaching, which is the cornerstone of our approach. We use our best endeavours to meet all pupil needs through a balanced combination of quality first teaching, targeted small-group interventions, and focused 1:1 tuition.

Furthermore, we recognise that academic success is linked to well-being. We proactively address the social and emotional challenges faced by our disadvantaged pupils by providing a dedicated pastoral support team for vulnerable children and families, led by our pastoral inclusion lead.

The progress and effectiveness of these strategies are rigorously monitored by our Pupil Premium Champion and Senior Leadership Team to ensure we are successfully raising the attainment of our disadvantaged youngsters.

At Elworth CE Primary School, our overarching goal is to ensure every child in our school community becomes a confident, secure, and caring individual who achieves personal success. We are resolute in our commitment that all learners, especially our disadvantaged youngsters, develop a true passion for lifelong learning and have the potential to shape and direct their own futures.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment on entry to school indicates that some disadvantaged pupils enter the Early Years Foundation Stage (EYFS) with lower attainment in the prime area of Communication and Language compared to their non-disadvantaged peers.

2.	Our disadvantaged pupils are less likely to read widely and often, have reading resources at home or visit the local library. This impacts on their ability to read for pleasure and access the full curriculum.
3.	Assessments and observations indicate that a proportion of our disadvantaged pupils are more likely to struggle with mathematics than their non-disadvantaged peers for various reasons including limited mathematical vocabulary, reading comprehension to solve word problems, parental confidence and involvement in providing support.
4.	Pastoral Records indicate that social and emotional difficulties are more prevalent amongst disadvantaged pupils and their families.
5.	Attendance data for some disadvantaged children is below that of non disadvantaged

## 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 improve the acquisition of oral language and vocabulary skills so that 90% of disadvantaged pupils meet the Early Learning Goal for Communication and Language at the end of EYFS.	<ul style="list-style-type: none"> <li>Assessments and observations show significant improvements in the children's oral language and speaking skills, particularly our disadvantaged pupils.</li> <li>Progress and attainment at the end of the EYFS is inline with peers and &gt;90% achieve the Communication and language goal.</li> </ul>
To significantly close the attainment gap in reading for our disadvantaged pupils across Key Stage 1, establishing strong foundational phonic and reading comprehension skills, alongside fostering a measurable love for reading.	<ul style="list-style-type: none"> <li>Phonics Proficiency: The school will achieve phonics screening results where over 80% of disadvantaged pupils in Year 1 meet the expected standard, and 100% of disadvantaged pupils in Year 2 meet the expected standard, demonstrating high efficacy in early reading.</li> <li>Academic Progress: End of summer data will show that over 80% of disadvantaged pupils across all key stages achieve the expected or greater than expected progress in reading, ensuring their progress matches or exceeds that of their non-disadvantaged peers.</li> <li>Reading for Pleasure: Pupil voice data, collected via end-of-year surveys demonstrates a measurable and positive increase in the number of disadvantaged pupils who report reading frequently for enjoyment and show positive attitudes towards books and literacy.</li> </ul>
To successfully implement targeted strategies to accelerate the	<ul style="list-style-type: none"> <li>By the end of the strategy all maths units and lesson plans will be adapted with the</li> </ul>

<p>mathematical progress of all disadvantaged pupils, ensuring their attainment and progress trajectories are fully aligned with their non-disadvantaged peers.</p>	<p>use of NCETM Curriculum Prioritisation Materials to identify and incorporate the essential pre-requisite knowledge needed for disadvantaged pupils and those working below age-related expectations to access the main lesson objective.</p> <ul style="list-style-type: none"> <li>• The proportion of Pupil Premium children achieving the expected standard in mathematics will be in line with the proportion of non-Pupil Premium children achieving the expected standard, effectively closing the attainment gap in this subject.</li> </ul>
<p>To establish and embed pastoral support and wellbeing interventions that result in measurable improvements in the social-emotional health and school engagement of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• A 10% reduction in recorded behavioral incidents related to emotional regulation among Pupil Premium students.</li> <li>• A positive increase in disadvantaged pupils attending after school trips and clubs.</li> <li>• Reduced persistent absence figures for disadvantaged pupils, bringing their attendance rate to within 2% of the non-disadvantaged cohort, signifying improved motivation and readiness to learn.</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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising attainment for disadvantaged youngsters ( RADY) Cohort 3.</p> <p>The designated RADY Lead will embed the 'Thinking Differently' materials into daily teaching practices, specifically targeting disadvantaged pupils to develop their metacognitive strategies.</p>	<p>Implementing the 'Thinking Differently' materials from the RADY Project with a focus on metacognition and executive function skills for disadvantaged pupils—is strongly supported by educational research, particularly from the Education Endowment Foundation (EEF).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1-5
<p>Developing Oracy through Evidence-Based Practice.</p> <p>The school has appointed an Oracy Lead to develop a comprehensive, Oracy Action Plan informed directly by the principles and evidence-based recommendations of the Education Endowment Foundation (EEF) guidance.</p>	<p>Oracy is a key area of concern nationally for disadvantaged youngsters. Evidence suggests that limited language acquisition can lead to under-performance in later life. This can impact confidence, self-esteem and the ability to succeed in all areas of the curriculum. Children need to develop skills of discussion, debate and presentation in order to equip them for future success.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Maintain the RWI coaching and mentoring model to ensure consistently high standards in the acquisition of reading skills for our disadvantaged youngsters.</p>	<p>Phonics has an extensive impact overall with substantial evidence that it impacts the development of early reading skills. The teaching needs to be daily and systematic to support the sound patterns that they hear and the corresponding grapheme for reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

	<a href="https://www.ruthmiskin.com/en/programmes/phonics/">https://www.ruthmiskin.com/en/programmes/phonics/</a>	
The school will collaborate with a Maths Specialist to systematically review and adapt existing lesson and unit planning materials (Power Maths) ensuring High Quality Teaching with Targeted Academic support for all pupils including those from disadvantaged groups.	This activity is supported by evidence that focuses on improving teacher subject knowledge and pedagogical content knowledge which is crucial for effective planning and teaching.  <a href="https://www.ncetm.org.uk/teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/</a>	3
The employment of a Pastoral and Mental Health Lead (PMHL) and School Chaplain will provide social and emotional support for disadvantaged pupils and their families across the school.	There is substantial evidence linking social and emotional support to improved outcomes in school and later life.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf</a>	4,5
All classes have a teaching assistant for most mornings, for in class academic support.	Ensuring in-class academic support is paramount to supporting the progress and attainment of all pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,3

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the communication and language skills of children in Reception from disadvantaged backgrounds.  <i>(All pupils, including those from disadvantaged backgrounds are assessed in the Autumn Term)</i>	NELI provides early assessment and intervention for children with communication and language difficulties in the early years.  <a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a>	1
All disadvantaged youngsters in Reception and Key Stage 1 will be assessed using WELLCOMM in the Autumn Term. This will ensure that children with language	Delayed language skills lead to under-performance later in life, yet many children have unidentified speech and language difficulties. WellComm enables children to quickly be	1

difficulties are identified and interventions and actions are put in place immediately.	identified and action to be taken immediately.  <a href="https://www.gl-assessment.co.uk/assessments/products/wellcom m/">https://www.gl-assessment.co.uk/assessments/products/wellcom m/</a>	
Phonics Fast Track sessions in EYFS, KS1 and LKS2 target disadvantaged pupils and those who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Pupil Progress meetings in the core subjects of English and Mathematics to impact on both the progress and attainment of disadvantaged learners and narrow the gap with peers.	Pupil progress meetings ensure that all staff are responsible for the teaching and learning in their classes. The process supports staff to identify gaps and next steps in learning to improve outcomes for all learners including those from disadvantaged backgrounds.	1,2,3

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

Budgeted cost: £ 21707

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pastoral and Mental Health Lead (PMHL), Attendance lead and School Chaplain are employed to support vulnerable families with attendance and acute needs within the school community.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	4
The school provides a morning Physical Wellbeing Offer (Wake Up Shake Up) which is available to all pupils in Y2-Y6 . This provision guarantees that every child, particularly our disadvantaged pupils, receive	Our Morning Wellbeing Offer is a strategic intervention directly supported by the Education Endowment Foundation (EEF) evidence, which suggests that physical activity can lead to an average of two additional months'	4

the necessary support to ensure a stable and nurtured start to their learning day.	progress in core subjects. This provision ensures equitable access to activities that enhance cognitive function and emotional well-being, proactively removing the learning barriers faced by our disadvantaged youngsters.	
All teaching assistants receive half termly RADY training sessions to support them to mediate learning and improve outcomes for all learners including those from disadvantaged backgrounds.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2 3
Attendance Champions to ensure that parents of disadvantaged children are made aware of expected attendance levels when they fall below 95%.	School supported by the 'Attendance and Children out of schools' enhanced package with Cheshire East.  Pastoral lead to monitor attendance and to make contact with parents where attendance falls below 90%  DfE guidance <a href="#">Improving School Attendance</a>	5
Vulnerable children to be highlighted and supported through ELSA sessions with the pastoral team ( Led by the Pastoral Lead)..	The school Pastoral Lead to identify vulnerable children needing emotional literacy support intervention. Interventions are reviewed using Provision Map every 6 weeks. Ad hoc nurture support is available for our vulnerable and disadvantaged pupils  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>  Wellbeing sessions for small groups in UKS2 for disadvantaged pupils.	5
All pupils will be given the opportunity to participate in activities which enhance and broaden the curriculum and learning experiences.	The Pupil Premium Promise explicitly reduces the cost of school trips, clubs etc. for some families thereby effectively removing financial barriers to access. The provision ensures all pupils, particularly those who are disadvantaged, are given equal	1, 2, 3. 4. 5



	opportunities to participate in activities that enhance the curriculum and build crucial cultural capital.	
School to resource the new school library so that it contains a curated collection of resources to benefit pupils' learning and development and to bridge the gap between Read Write Inc and Accelerated Reader.	Primary school libraries are an important part of pupils' learning environments, providing access not only to a diverse range of books and resources but also to a quiet and safe place to read. "The school library is key to education recovery" Literacy Trust <a href="https://literacytrust.org.uk">literacytrust.org.uk</a>	2
The school will continue to provide ACORNS (a High Needs Nurture provision) for identified pupils, including those pupils from disadvantaged backgrounds, in EYFS and Key Stage 1, offering targeted academic support in an inclusive manner.	This approach is crucial for addressing the foundational academic, social, and emotional barriers faced by pupils, including those from disadvantaged backgrounds, enabling them to make greater strides in their attainment. <a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a>	1,2,3,4,5

**Total budgeted cost: £ 62 000**

## 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 2024-25 academic year.

The Pupil Premium Champion and senior leaders managed and monitored provision impact. The school joined the RADY cohort 3 to address disadvantage, defining specific needs and their impact on learning. We prioritise an equity over equality approach, believing that improving outcomes for disadvantaged pupils benefits all.

#### Monitoring & Provision

- Disadvantaged pupils were clearly identified and monitored during Pupil Progress Meetings with English and Mathematics leaders to close attainment gaps.
- All staff were informed of individual needs, ensuring targeted provision for academic progress, well-being, and physical development.
- Disadvantaged pupils have a one-page profile detailing their strengths and barriers.

#### Attainment Data (Non-SEND Disadvantaged Pupils)

Subject	Expected Level Attainment (Y1-6)
Reading & Writing	87%
Mathematics	92%
Reading, Writing and Mathematics combined	89%

Phonics Screening Check: 100% pass rate for disadvantaged pupils in Year 1 and 100% of Year 2 pupils retaking the test.

Our support timetable was regularly reviewed to ensure targeted reading, writing, and mathematics intervention. Teaching Assistants (TAs) received half-termly metacognition and mediation training to enhance support for disadvantaged pupils. TAs were consistently

coached and mentored by the Phonics Lead. All Teaching Assistants received termly performance management linked to outcomes, positively impacting their classroom role and ability to deliver high-quality one-to-one/small group support for our disadvantaged children.

Reading for pleasure is a priority for all our pupils, particularly our disadvantaged pupils. The school completed a library refurbishment to foster a love of reading, specifically benefiting disadvantaged pupils. In addition to this all Pupil Premium pupils read at least three times a week with a reading buddy or additional adult.

We recognise that there is a significant word gap between disadvantaged and non disadvantaged pupils on entry to school. In 2024, all children were assessed using WELLCOMM and Nuffield Early Language Intervention (NELI) on entry to school. Interventions were implemented to support communication and oral language development for disadvantaged pupils in Reception. The Impact of this strategy was that 100% of Pupil Premium pupils achieved the Early Learning Goal for Speaking in the 2025 Foundation Stage Profile data.

The social and emotional needs of our disadvantaged families are supported effectively by the Pastoral and Mental Health Lead (PMHL). The PMHL has identified pupils at risk and alongside the Designated Safeguarding Lead has created a Vulnerable Register which includes Disadvantaged Pupils. Over the last academic year 26 of the children in receipt of pupil premium were supported in some capacity by the PMHL. The support they received is all personalised based on the needs of the child and family. This can be multiple levels of support or a one off incident. Support can include, but is not limited to, general pastoral support, nurture breakfast club, attendance monitoring, liaising with outside agencies, household support fund referrals, small group or 1:1 intervention sessions and communication with parents. There is also an increasing number of our vulnerable children who require additional items which school are helping to provide. This includes items such as food, school uniforms, coats and trainers. In addition to this, in the Summer term we have put in place a new wellbeing initiative. Wake up shake up allows all children in KS2 and year 2 to come to school 10 minutes early to take part in a range of sports activities. The aim of this is to enable all children to have an active, positive morning prior to starting learning. Almost all of our PP children in KS2 attend this at least once across the week.

Social, emotional and mental health CPD continues to be a priority for the school. The PMHL has completed the Senior Mental Health Training Certificate which gave her a plan of actions which needs to be implemented over the next few years within school. The PMHL also completed a trauma informed and ACES course which built on previous knowledge about the impact of trauma on our children and families.

## Development Priorities

- Supporting disadvantaged pupils remains a core School Development Priority for the school and Local Authority.
- The school will continue its involvement in the RADY (Cohort 3) programme.
- Other key development priorities supporting our disadvantaged pupils include Oracy and Reading for Pleasure.
- Whole school Trauma and Attachment training led by the EP service.

## Externally provided programmes

*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
Read, Write, Inc. Phonics	OUP
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Accelerated Reader	Renaissance Learning
NELI	Nuffield
Wellcomm	GL Assessment
Nessy Reading and Spelling	Net Educational Systems
Spelling Shed	Education Shed Ltd.
Numbersense	Numbersense Maths Ltd.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**