Pupil premium strategy statement – Ellison Primary Academy 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	333 (October 2025)
Proportion (%) of pupil premium eligible pupils	- There are 72 pupil premium eligible pupils in the school. –The total number of pupils in the school is 333. - This means the proportion of pupil premium eligible pupils is 21.6% of the whole school population. Among the pupil premium eligible pupils, 25% have special educational needs (SEN), and 4.2% are looked after pupils (LAC). The school overall has 0.9% looked after pupils and 0.3% child protection cases. Pupil Premium pupils By Year Group: - Reception: 6 pupils Year 1: 5 pupils Year 2: 9 pupils Year 3: 8 pupils Year 4: 17 pupils Year 5: 13 pupils Year 6: 13 pupils By Gender: Female: 40 pupils Male: 31 pupils By Special Educational Needs (SEN): 71- Pupils with SEN: 18 (25.4%) Pupils without SEN: 53 (74.6%)

Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Resources Committee
Pupil premium lead	Lorna Pateman (Headteacher)
Governor / Trustee lead	Angela James (Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,670
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£103,670

Part A: Pupil premium strategy plan

Statement of intent

The Trust's Key Principles, as outlined in our Curriculum Framework, underpin the Ellison Primary Pupil Premium Strategy. We are ambitious for ALL learners, inspiring and challenging them to achieve the very best, and be the best that they can be. We recognise that we need to meet the diverse needs of our pupils and communities and therefore our strategy needs build upon their needs in a carefully aligned manner.

Key Principles:

Our Trust curriculum aims are to….	For our disadvantaged pupils, this means...
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities that celebrate pupils's strengths and successes.
Encourage curiosity and engagement	Providing experiential learning opportunities.
Meet the diverse needs of our pupils and our communities	Having high expectations and promoting a knowledge of society and the world around us.
Promote Collaboration	Developing positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative, critical and caring thinking	Enabling a holistic approach to development ensuring that pupils have a skill set that provides life choices and life chances.
Instil knowledge, skills and understanding	Promoting opportunities for pupils to engage in assessment processes that capture their learning whilst harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing pupils's oracy and language skills, promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers using their knowledge of pupils to inform their practice; ensuring the development of wider thinking and reasoning skills.
Be ambitious for all learners	Having aspirations for our pupils that have no boundaries.

We believe in maximising the use of the pupil premium grant (PPG) by carefully aligning a long-term strategy to the School Development Plan. We implement a

combination of short, medium and long-term interventions, as well as wider school improvements and improving readiness to learn.

We have a tiered approach, as recommended by the EEFs Pupil Premium guide, that focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

High-quality teaching 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Low attainment and progress of disadvantaged pupils in phonics which negatively impacts upon pupils' development as readers and writers.
3	Writing, reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The proportion of pupil premium (PP) eligible pupils in the Reception class is 19.4%. There are 7 PP eligible pupils out of a total of 36 pupils in Reception (Nov 2025). The percentage of Reception pupils who are non-pupil premium (non-PP) eligible is approximately 80.6%. There are 29

	pupils in Reception who are not eligible for pupil premium out of a total of 36 pupils. On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains significant to the end of KS2. On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations compared to other pupils for Specific ELG (Communication and Language, Personal, Social and Emotional Development, Physical development, Literacy, Mathematics, Understanding of the World, Expressive Arts and Design). Early intervention is required to ensure the gap narrows.
4	Our assessments (including Youth Sports Trust and internal wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Teacher referrals for support have markedly increased for CAMHS, family support, social care (both Tier 2 and 3) and EHCPNA. 17 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with them all receiving small group or 1 to 1 intervention. (69.7% of the group are disadvantaged)
5	National attendance data for 2024–2025 shows a gap of 1.7 % between Pupil Premium (PP) pupils (93.9%) and non-PP pupils (95.6%), highlighting the challenge of improving attendance among disadvantaged pupils. In comparison, our school's attendance for the same period was 94.1% for PP pupils and 95.4% for non-PP pupils, resulting in a smaller gap of 1.3 %. While this is below the national difference, it still reflects the need for targeted strategies to reduce persistent absence and support disadvantaged pupils. Our assessments indicate that absenteeism continues to negatively impact progress for these learners.

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
Quality of teaching is at least good or better with regard to the use of instructional coaching and adaptive teaching strategies.	All non-negotiables for teaching and learning as identified in the academy's Teaching Playbook are evident as required.
Feedback has a profound impact on learning.	All non-negotiables for teaching and learning (including elements relating to feedback) evident in every class, for every lesson.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Quality of teaching of oral language development strategies (NELI, P4C) is at least good or better.	Oral language development strategies are embedded in routine practice resulting in accelerated progress of pupils in communication and language skills.
Structured interventions (Teacher and TA led) are bridging the gap of attainment between disadvantaged and non-disadvantaged pupils.	The gap of attainment between disadvantaged and non-disadvantaged is being bridged.
Opportunities are provided to support personal development and life skills.	Pupils are confident and highly engaged in wider opportunities; including social intervention groups and enrichment opportunities. Achievements are celebrated.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than national % of disadvantaged pupils met the expected standard, however the % is lower than non-disadvantaged pupils.
Improved phonics outcomes for KS1 disadvantaged pupils (Year 1 and Y2)	Y1 and Y2 phonics outcomes show more than 80% disadvantaged pupils met the expected standard.

Activity in this academic year

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: £17,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Assessment and feedback | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 Pira/Puma Staff Pupil Progress meetings (termly to support analysis of data) 6 x 2 days supply cover required £2388 (12 days)
Identified teachers who are not yet consistently good at including instructional coaching strategies will receive CPD to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum of four mentoring/coaching/peer to peer sessions will identify, address issues raised, and lead to practice that is more reflective.	There is a strong evidence base that suggests oral language interventions, including such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF | Communication and Language	At least three CPD sessions for a teacher with a coach (identified expert within school) to develop strategies identified to ensure improvement of quality first teaching. 1 coach and 1 teacher half termly. 4 identified teachers = 4x3 = 12 x 2 = 24 days supply £4766
Teachers not yet consistently good at ensuring that feedback has a profound impact on learning will receive a CPD support to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum four-session	EEF Feedback evidence states that: Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (+ 6 months)	4 teachers support – x 4 sessions = 16 days supply = £3184 WalkThrus subscription - £450

mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective.	Feedback | EEF (educationendowmentfoundation.org.uk)	Teacher PlayBook Subscription = £210
CPD for staff in effective practice: • Formative and Summative assessment; • Planning and timetabling teacher led interventions based on identified next steps in learning; • Adaptations to curriculum: – extra phonics EYFS & KS1. • Monitoring of changes in practice (learning walks); Outcomes shared with FGB.	EEF Feedback evidence states that: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (+ 6 months) Feedback | EEF (educationendowmentfoundation.org.uk)	Supply– x4 days/sessions - SLT and SEND time (Progress meetings) £796 Phonics intervention resources and time – £3000
DfE recommendations support the use of Adaptive Teaching strategies to maximise Quality First Teaching outcomes. Adaptive teaching strategies are explored to support consistency of high quality first teaching through; SLT meeting planning time • Staff meeting CPD • Peer to Peer CPD and Lesson Study cycles • Joint PPA planning sessions	Adaptive teaching strategies are explored including Rosenshein's Principles of instruction through: SLT meeting time, Staff meeting time, Peer to Peer Lesson Study cycles, Joint PPA planning sessions, RQT mentor time. DfE recommendations support the use of Adaptive Teaching strategies to maximise Quality First Teaching outcomes. Lead Practitioner time	Adaptive teaching and instructional coaching strategies are used to for Peer to Peer Lesson Study cycles • Joint PPA planning sessions • RQT mentor time Supply– 3 days (6 sessions) = £597 3 days x 4 teachers = 12 days supply = £2388

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

Budgeted cost: £ 61,912.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff and update training on: • Literacy Gold; • NELI;	For one to one support led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	3 & 4 Switch on Resources £500 Literacy Gold £718.80

• Literacy Gold resource; IDL Maths Sunshine Room resources and interventions • Switch On resources; Data analysis from teacher assessment and summative assessments identify pupils who would benefit from targeted support; • Planning and timetabling TA led interventions based on identified next steps in learning; • Monitoring of changes in practice (learning walks); Outcomes shared with FGB.	Targeted academic support | EEF (educationendowmentfoundation.org.uk) Communication and language approaches | EEF	NELI resources £0 Interventions: Early Years £17,243 – TA hrs EYFS KS1 £13,901 - TA hrs Apprentice TA – cost £11991.60 £15,000 - TA Hrs IDL Maths - £599 Sunshine Room intervention resourcing £1500 (subsidised by small grants obtained by the school) CPD zones of regulation resourcing – Widgit - £459

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

Budgeted cost: £ 30,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLWs: - to undertake CP casework, ensuring that our most vulnerable pupils receive the correct support they need; HSLW: -To work alongside the academy attendance officer and EWO to	Parents play a crucial role in supporting their pupils learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Pupils's Learning | EEF (educationendowmentfoundation.org.uk)	5 & 6 HSLW support £20,169 Supply time to support CPD attendance and project development – 3 x days = £597 (equivalent 6 half days)

identify DA pupils with low attendance. - To reduce persistent absence of the DA pupils identified. Attendance at the Breaking Down Barriers group to explore strategies to support Attendance of disadvantaged pupils.		
Provide life skills, enrichment and pupil experiences outside of those available at home.	There is growing evidence that character and life skills are important to pupils's later outcomes. The EEF shares the belief that enriching education has intrinsic benefits and that all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The University of Bath, who conducted the research, found that pupils who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Social and emotional learning | EEF	1,3,4, & 5 Music Subsidy £2,000 Standon Bowers Subsidy £3050 Theatre / Trips – £1,344 Beanstalk Readers - £690 SCFC – Wellbeing intervention -£2500

Total budgeted cost: £110,041.40
Total Pupil Premium Grant: £103,670.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024/25 suggested that disadvantaged pupils performance and outcomes remained lower than national expectations in Key Stage One and Key Stage Two. We need to continue to build upon the positive outcomes of interventions and further embed the strategies to fully realise our aims. The IDSR for 2024/25 highlights concerns with the attendance data of out disadvantaged pupils. Although the attendance for our disadvantaged pupils was higher than the national average it is lower than the non-disadvantaged pupils. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by a number of factors including; domestic abuse, neglect, emotional abuse, homelessness and financial hardship. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build upon that approach with the activities detailed in this plan. 2024 – 2025 was the second year in the delivery of a three-year strategy. The outcomes of the last year of the strategy are outlined below.

Teaching: Consistency of Practice The focus this academic year was to ensure consistent good practice across the school. Routine monitoring took place and the necessary support followed in the form of coaching and mentoring and targeted and whole school CPD. Actions: • CPD focussed upon Rosenshine's Principles of Instruction and Adaptive Teaching strategies; including Waves of Provision support. • CPD to support subject knowledge and pedagogy in Geography, Art and Design, Adaptive Teaching, SEND, Shakespeare, Data, Phonics, Subject Leadership, Science, Computing, English, Science, P4C and Phonics. • Deep dives of Maths, Science, and SEND in APR visits took place. In house Deep Dives in computing, Geography, Early Reading and SEND took place – a focus of PP and SEND in all book trawls occurred. Outcomes - Good progress has been made in ensuring improved consistency in Principles of Instruction (Inc. Adaptive Teaching) including; Retrieval Practise, Embedded Pre teaching, Vocabulary, questioning strategies, maximising participation, checking for understanding, Modelling, Scaffolding, Flexible grouping, Adapting the Exposition and Mini Plenaries.

Teaching: Feedback The focus was on ensuring that feedback has a profound impact on learning. Actions:

- Effective oral and written Feedback principles shared;
- Monitoring in place – focus book and learning walks undertaking – books of PP and SEND included in all book trawls;
- Staff meetings – Effective Feedback; QfT principles – intervention marking;

- Inset meeting time dedicated to professional discussion and reflection upon the Feedback Policy Review. Outcomes: Good progress has been made in ensuring non-negotiables for teaching and learning (including elements related to feedback) are evident in lessons.

Targeted Academic Support: Structured Interventions Actions: CPD for staff in effective practice:

- Formative and Summative assessment;
- Question Level Analysis of PUMA and PIRA tests;
- Simple View of Reading – during Pupil Progress meetings professional discussion re: reading quadrant and next steps;
- Planning identified next steps in learning required to be addressed by the teacher;
- Adaptations to curriculum: – extra phonics EYFS & KS1; Y3 & 4 – Phonics Groups;

Evidence demonstrates the positive accelerated impact in areas such as phonics interventions, early reading, and the Y6 Booster Groups addressing pupils learning gaps of attainment.

Targeted Academic Support:

Structured Interventions Actions:

- CPD Switch on Reading
- CPD Shine Resources for Maths;
- CPD NELI;
- CPD Phonics – Rocket Phonics Validated Scheme
- Switch On resources;

Data analysis from teacher assessment and summative assessments identified pupils who would benefit from targeted support;

- Planning and timetabling TA led interventions based on identified next steps in learning was implemented;
- Monitoring has been undertaken with regard to changes in practice.

Evidence demonstrates the positive accelerated impact in areas such as phonics, early reading, and the addressing of pupils learning gaps of attainment between disadvantaged and non-disadvantaged are being addressed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising Youth Sports Trust CPD for our PE lead and disseminated to all staff. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had or had not had the degree of impact that we had expected. We also prioritised external quality assurance work around as part of a pupil premium review in order to ensure an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.