

Pupil premium strategy statement – The Ellis CE Primary School

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	220
Proportion (%) of pupil premium eligible pupils	27/220
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Emily Edwards (Head)
Pupil premium lead	Mrs Emily Edwards (Head) Mrs Tracey Walton (PP Champion/Parent Support Advisor)
Governor / Trustee lead	Marcus Wood (Governor) Mark Wheeler (DSAT Trustee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,085
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£43,085

Part A: Pupil premium strategy plan

Statement of intent

Overall aim and objectives

At The Ellis C of E Primary School, we see each child as an individual and unique in God's image. At The Ellis, we all share the same vision for our children; helping them to feel valued members of our school community and to encourage everyone **'to be the best you can be'**. Every member of staff who works at The Ellis school has high expectations for all children. They are committed to providing the best possible education for all pupils and determined that no child should be left behind despite background or circumstances. We believe that it is not background that is important but a child's passion and thirst for knowledge, and, dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Outline of our strategy plan and key principles

At The Ellis, we provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach, with all staff involved in identifying barriers to learning at different levels so that impact is maximised across school.

Pupil premium children are clearly tracked via termly pupil progress meetings, where monitoring focuses on the needs of disadvantaged children, in addition to children with gaps in learning, in order to support them in making rapid progress. We acknowledge that pupil premium pupils are not always socially disadvantaged or at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding. Pupils who are not making expected progress are identified to receive specific interventions aimed at accelerating their progress.

One of the main barriers faced by some of our youngest disadvantaged pupils is poor oral language and communication skills. This is particularly evident for the pupils entering our Nursery (F1 provision). We target those pupils early on with interventions e.g WellComm and NELI, alongside a language rich curriculum. Language acquisition is at the heart of The Ellis Curriculum for all year groups. Oracy continues to be a priority throughout school and we have implemented curriculum enhancements to ensure opportunities for oracy are carefully planned.

From Foundation 2, we utilise our systematic synthetic phonics system (RWI) to provide our children with the strongest possible start with reading. Our aim is to give the children the skills they need to unlock their learning for life. Our recent relaunch of ReadWriteInc, including the Get Writing! element, has enabled us to ensure we have fidelity to the scheme and build consistency for all pupils.

We recognise that the main driver of pupil attainment is high quality first teaching, so our main emphasis is on achieving this first and foremost. We are working on securing consistent application of non-negotiables, in line with our teaching and learning policy, in order to secure a more robust approach to the curriculum.

At The Ellis, we ensure that high quality professional development is a priority, therefore training for teachers and teaching assistants is carefully selected to enhance the developing curriculum. We have identified that Writing progress is a key area to develop. Our implementation of Get Writing! in F2 and KS1 has had a significant impact on early writing. Children are developing firm foundations in transcriptional skills whilst also having opportunities to write without cognitive overload.

We acknowledge the importance of using performance data effectively to analyse the progress of significant groups, including disadvantaged children, but also to ensure that we can identify exactly what gaps the children have in their learning. As such, we have purchased the tests, which have an online gap analysis tool to help teachers pinpoint specific gaps in knowledge.

We have also developed a needs assessment document to complete for pupil premium children who are not working at age related expectations to ensure we are noticing any patterns and seeking SEND support if this is appropriate.

Pupils at The Ellis experience different types of barriers to their learning and we have found with our pupils that these barriers can be of a long term or of a more short-term nature. The most common barriers are:

- Some disadvantaged pupils also have an identified special educational need or disability (SEND)
- Early language and communication skills
- Behaviour and emotional difficulties requiring early help assessments (EHAs)
- Attendance – often linked to term time, unauthorised holidays

We recognise that all of our pupils are individuals with varying needs and, as such, we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of achievement, attainment and progress. These are regularly evaluated and adapted to ensure children aren't left on interventions that aren't having an impact as we are conscious of the social and emotional impact this can have.

Challenges

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

Challenge number	Detail of challenge
1	Evidence from internal and, where available, external assessments highlight notable weaknesses in pupils' decoding and reading fluency, which limits their ability to sustain reading effectively.
2	Internal and external assessment information indicates substantial gaps in writing skills across all year groups, resulting in many pupils not achieving age-related expectations.
3	Assessment outcomes show that pupils have insecure foundational mathematical knowledge, including gaps in subject-specific vocabulary.
4	Evidence from observations and pupil discussions indicates that some of the most disadvantaged pupils have fewer opportunities to engage in high-quality talk and to develop a rich, ambitious vocabulary. As a result, they are further disadvantaged when learning alongside more advantaged peers and when accessing appropriately challenging curriculum content.
5	Ongoing dialogue with pupils and their families, and evidence in school indicates that a significant proportion require additional pastoral support, including interventions to address social, emotional and mental health needs.
6	For some pupils, limited experiences beyond the home environment restrict their wider understanding of the world. Additionally, the school's predominantly White British demographic reduces regular exposure to themes such as equality and diversity.

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	By the end of this strategy plan, at least 80% of pupils in each year group will achieve age-related expectations in reading, with disadvantaged pupils and those with SEND making progress in line with or better than their peers. Fluency assessments will show consistent improvements in accuracy, pace	✓ Timed reading assessments and fluency checks show consistent improvements in accuracy, pace, and reading stamina across all year groups. ✓ Pupils can confidently read age-appropriate texts independently and sustain reading for longer periods.

	and stamina, enabling pupils to confidently access age-appropriate texts across the curriculum.	✓ Work scrutiny demonstrates increased comprehension, vocabulary use, and reading strategies applied across subjects. ✓ Lesson observations and learning walks show pupils engaging with texts confidently, using appropriate strategies to decode and understand challenging material. ✓ Pupils report increased confidence and enjoyment in reading, including for texts that are more challenging than their current ability level. ✓ Pupils can articulate strategies they use to understand and discuss texts.
2	By the end of this strategy plan, 80%+ of pupils across all year groups will meet age-related expectations in writing. Gaps between key pupil groups will be significantly reduced, and work scrutiny will show consistently high-quality writing that meets national standards.	✓ Internal assessment data and teacher records show measurable progress over time for all pupils, including those previously underperforming. ✓ Targeted support and interventions result in clear improvements for pupils below age-related expectations. ✓ Book scrutiny demonstrates high-quality writing across all year groups, showing consistent application of age-appropriate grammar, punctuation, spelling, and sentence structure. ✓ Pupils independently produce well-structured, coherent, and ambitious writing in a range of genres. ✓ Pupils can articulate their understanding of writing skills and strategies. ✓ Pupils demonstrate confidence and pride in their written work and actively engage in revising and improving it.

3	By the end of this strategy plan, at least 85% of pupils will achieve age-related expectations in mathematics. Disadvantaged pupils and those with SEND make progress in line with or exceeding that of their peers. Pupils will demonstrate secure understanding of core number facts and mathematical vocabulary, evidenced through assessments, reasoning tasks and pupil explanations.	✓ Assessments and reasoning tasks show pupils can apply mathematical knowledge confidently to solve problems and explain their thinking. ✓ Lesson observations and work scrutiny evidence pupils selecting appropriate strategies and reasoning logically. ✓ Pupils demonstrate secure understanding of core number facts, including addition, subtraction, multiplication, and division. ✓ Pupils use and apply mathematical vocabulary accurately in written and verbal explanations. ✓ Pupils can explain methods, justify answers, and articulate their understanding clearly. ✓ Pupils show confidence and resilience when tackling challenging mathematical problems.
4	By the end of this strategy plan, all pupils, including the most disadvantaged, will have equitable access to high-quality talk and vocabulary-rich learning opportunities across the curriculum. Assessment, observation, and pupil voice will show that disadvantaged pupils use a wide and ambitious vocabulary confidently in speaking and writing, enabling them to fully access challenging texts and tasks alongside their peers. Disadvantaged pupils' progress in language and communication will be in line with or exceeding that of more advantaged peers.	✓ Disadvantaged pupils demonstrate progress in language and communication in line with or exceeding that of their peers, as measured through internal assessments and teacher tracking. ✓ No significant gaps exist in participation or vocabulary development between disadvantaged and more advantaged pupils. ✓ Pupils with SEND are supported to access talk and vocabulary opportunities and demonstrate measurable progress. ✓ Pupil work in writing shows accurate and confident use of a wide and ambitious vocabulary. ✓ Lesson observations and learning walks show pupils actively using rich vocabulary in discussion, explanation, and reasoning. ✓ Teachers plan and model vocabulary use effectively, and pupils apply it across the curriculum.

		✓ Pupils can articulate ideas clearly, use newly learned vocabulary appropriately, and explain their reasoning verbally and in writing. ✓ Pupils report increased confidence and enjoyment in using complex language and tackling challenging texts.
5	By the end of this strategy plan, all pupils and families identified as requiring additional pastoral support will have access to timely, effective interventions, resulting in sustained improvements in wellbeing, behaviour and attendance. School data and stakeholder feedback will evidence a strong culture of care and support, positively impacting pupils' readiness to learn.	✓ Support provision is monitored and adjusted to meet changing needs effectively. ✓ Pupil wellbeing surveys and observations show measurable improvements in emotional health and confidence. ✓ Behaviour records indicate a reduction in incidents and increased positive engagement in learning. ✓ Attendance for pupils receiving support improves or is maintained at or above school averages. ✓ Pupils demonstrate increased readiness to learn and participation in lessons and school activities. ✓ Parents, carers, and pupils report satisfaction with support provided through surveys, meetings, or feedback sessions. ✓ Staff report that pupils are better supported socially and emotionally, enabling improved engagement and learning. ✓ School-wide evidence (observations, policy implementation, pastoral records) shows a strong, consistent culture of care. ✓ Pupil voice reflects that the school is a safe, supportive, and inclusive environment.
6	By the end of this strategy plan, all pupils will have accessed a broad range of enrichment opportunities that enhance	✓ Curriculum planning and work scrutiny show pupils are learning about diversity, equality, fairness, and global issues.

	cultural capital and understanding of equality and diversity. Pupil voice and curriculum evidence will demonstrate secure understanding of diversity, respect and global citizenship, preparing pupils well for life in modern Britain.	✓ All pupils, including disadvantaged pupils, have equitable access to enrichment activities and curriculum opportunities. ✓ Monitoring confirms no pupil is excluded from opportunities due to financial, social, or other barriers. ✓ Pupils demonstrate knowledge, respect, and appreciation for different cultures, backgrounds, and viewpoints. ✓ Pupil voice indicates increased confidence, understanding, and interest in cultural, ethical, and global topics. ✓ Pupils can articulate key concepts related to diversity, respect, and citizenship in discussion and written tasks. ✓ Observations and school records show pupils apply learning from enrichment opportunities to their daily behaviour and interactions. ✓ Pupils demonstrate curiosity, empathy, and responsible citizenship, positively contributing to school and community life.
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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: £16,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional high-quality curriculum resources- Pathways to Write,	Evidence shows that structured literacy programs can close gaps for disadvantaged pupils by providing scaffolded support, explicit teaching	1,2,4,6

Pathways to Read curriculums and associated texts.	of vocabulary, and opportunities for repeated practice. Resources like <i>Pathways to Read</i> often include differentiated support, visual scaffolds, and explicit decoding strategies, enabling pupils with SEND to access age-appropriate texts and make measurable progress. The EEF are currently funding a pilot evaluation of Pathways Literacy to measure impact. EEF guidance on Improving Literacy in Key Stage 1 and Key Stage 2 highlights key strategies included in Pathways to Read and Write have significant impact.	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Embed a DfE validated Systematic Synthetic Phonics programme – Read Write Inc - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2,3,4,5,6

Further develop our maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to fund teacher release time to further embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,4
Embed, monitor, and develop a shared approach to teaching and learning across the school through ongoing CPD, intensive support in place for all staff.	The EEF state that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. All staff are supported to keep improving and is this is the priority for Pupil Premium spending.	1,2,3,4,5,6
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	5

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

Budgeted cost: £14,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and monitor teaching assistant deployment and interventions – support high quality provision within the classroom and	EEF Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction.	1,2,3,4,5,6

delivering targeted intervention. Increase of TA hours in order to run interventions and support vulnerable children.	EEF Teaching and Learning Toolkit strand on teaching assistant interventions.	
Reading, Writing and Maths (including multiplication facts) interventions; • Pre/post teach • Same day specific skill-based intervention offered to small groups, focussing on disadvantaged students where support is required for them to fully access the curriculum.	Evidence shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better' (EEF). Establish small group interventions for disadvantaged pupils falling behind age-related expectations. SENDCo to support and monitor the implementation of interventions, identifying training staff where needed.	1,2,3,4,5,6
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2,4

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

Budgeted cost: £12,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Parent Support Advisor to continue to monitor and attendance for all pupils (including PP) and any vulnerable pupils at risk of	EEF Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	5

becoming persistent absentees.	EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance.	
Engage with Compass Be to improve mental health and well being of the whole school community.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	5
Increase awareness of accountability amongst all staff to increase the life experiences of our disadvantaged children. Children who are vulnerable will be discussed regularly during pupil progress meetings and a programme or targeted interventions will be reviewed.	Vulnerable pupils are targeted with a package of support alongside high quality first teaching. A 'day in the life' case studies utilised to review provision for PP children.	5,6
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. The EEF Teaching and Learning Toolkit strands on arts participation and physical activity.	5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	All

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 43,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 / 25 academic year:

- Internal and external assessments during 2024/25 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum.
- 75% (3/4 children) of PP children passed Y1 phonics screening with full marks.
- In the MTC the groups who performed least well were SEND and disadvantaged pupils. This was addressed in the academic year 2024/25 with additional spend on staff CPD and targeted intervention in year.
 - 50% (2/4 children) of PP children scored full marks.
 - 75% (3/4 children) of PP children scored 20 or more.

KS1 assessments

- KS1 Reading- 50% (1/2 children) of PP achieved ARE
- KS1 Writing- 0% of PP achieved ARE
- KS1 Maths- 50% (1/2 children) of PP achieved ARE
- Combined- 0% of PP achieved ARE

KS2 assessments

- KS2 Reading- 57% (4/7 children) of PP achieved ARE
- KS2 Writing- 29% (2/7 children) of PP achieved ARE
- KS2 Maths- 43% (3/7 children) of PP achieved ARE
- Combined- 29% (2/7 children) of PP achieved ARE

In 2024/25, PP pupils demonstrated strong early outcomes, with 75% passing the Y1 phonics screening with full marks. Performance in the Multiplication Tables Check improved following additional staff CPD and targeted intervention, with 50% of PP pupils achieving full marks and 75% scoring 20 or more. KS1 outcomes were mixed, with 50% of PP pupils achieving ARE in Reading and Maths, but 0% achieving ARE in Writing or Combined, indicating an early writing gap. At KS2, attainment remains uneven, with moderate outcomes in Reading (57%) and Maths (43%), while Writing (29%) and Combined attainment (29%) continue to be key areas of concern. Overall, the data shows that targeted funding has had a positive impact on early reading and

maths outcomes, but sustained focus on Writing and combined attainment is required to close gaps for PP pupils in later years.

Internal Data- for non-statutory year groups only-

PP attainment Summer 2024-2025				
	Number in cohort	Reading	Writing	Maths
Y1	4	75%	50%	75%
Y3	3	0%	0%	25%
Y4	4	25%	25%	50%
Y5	4	75%	0%	50%

Pupil Premium pupils show uneven attainment across subjects and year groups. Key findings:

- **Strengths:** Reading attainment is strong in Year 1 (75%) and Year 5 (75%). Maths attainment is moderate to strong in Y1 (75%) and Y4/Y5 (50%).
- **Weaknesses:** Writing is the lowest performing subject across all cohorts. Year 3 pupils show the most significant underachievement, with 0% in Reading and Writing and only 25% in Maths.
- **Priority Actions:**
 1. Implement targeted Writing interventions across all year groups.
 2. Provide intensive support for Year 3 PP pupils to accelerate progress.
 3. Address Maths gaps in Years 4 and 5 while consolidating Reading strengths.

This summary highlights areas for immediate focus to ensure PP pupils make expected progress and reduce attainment gaps.

Attendance

Attendance of PP children in the academic year 24/25 was slightly lower for non-PP children at 93.5% in comparison to 94.9% for non-PP children.

Summary of impact:

In 2024/25, Pupil Premium (PP) funding supported strong early outcomes, with 75% of pupils passing the Y1 phonics screening with full marks. Performance in the Multiplication Tables Check improved following additional staff CPD and targeted in-year intervention, with 50% of PP pupils achieving full marks and 75% scoring 20 or more. KS1 outcomes were mixed: 50% of PP pupils achieved Age-Related Expectations (ARE) in Reading and Maths, but 0% achieved ARE in Writing or Combined, indicating an early writing gap. At KS2, attainment remained uneven, with moderate outcomes in Reading (57%) and Maths (43%), but continued underachievement in Writing (29%) and Combined (29%). Internal data from non-statutory year groups mirrors this picture, showing strong Reading in Year 1 and Year 5, but Writing as the weakest subject across all cohorts, particularly in Year 3 where attainment is significantly below expectations.

Attendance for PP pupils was slightly lower than non-PP pupils (93.5% compared to 94.9%). Overall, targeted funding has had a positive impact on early reading and maths outcomes, but sustained focus on Writing, combined attainment, and targeted cohort support, particularly in Key Stage 2, is required to reduce gaps and secure consistent progress.

Externally provided programmes

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

Programme	Provider
SEESAW online learning platform	SEESAW
TT Rockstars- online times tables	TT Rockstars
Spelling shed- online spelling game	EDSHED
Reflex and Frax	Explore Learning

Further information (optional)

We are continuing to triangulate evidence from multiple sources of data including assessments, 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 it is our intention to contact schools with high-performing disadvantaged pupils to learn from their approach, including those from within our local authority.

We have 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.

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.
- reviewing and relaunching a parent engagement strategy. Leaders are passionate about reintegrating the school community back into school life following the recent years of disruption.