

## Pupil premium strategy statement

V1 April 2025

This statement details our school's use of pupil premium for the year 2025 to 2026 financial year 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	Ellenbrook Community Primary School
Number of pupils in school	428 (June 2025)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	
Date on which it will be reviewed	April 2026
Statement approved by	Head Teacher and Full Governing Board
Pupil premium lead	Rachel Boylan – Assistant Headteacher
Governor	Amanda Ellis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,930
Recovery premium funding allocation this academic year	£ 0
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	£ 48,930

## Part A: Pupil premium strategy plan

### Statement of intent

At Ellenbrook, we have the same ambitions and expectations for all our children. Our Pupil Premium children may be lower in numbers to other schools nationally but the challenges they face are just as real. We will use the pupil premium funding to counter disadvantage and to ensure greater equity through:

#### **Developing High Quality Teaching, assessment and a curriculum that responds to the needs of pupils.**

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Consistent strategies to close achievement gaps between groups and individuals are an integral part of teaching and across the curriculum. Within the classroom there is a clear focus on well planned lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly using quality first teaching.

#### **Providing targeted academic support**

Although the most effective way to close any gap achievement is quality first teaching, for some children, high quality teaching may not be enough by itself and there is a need for additional, time-limited provision outside of the classroom. There is extensive evidence from a range of sources supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

This will include:

- 1:1 and/or small groups with an adult in English and Maths
- additional learning time
- additional phonics
- speech and language screening and support

#### **Using a wider range of strategies to overcome barriers to learning**

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills development, extra-curricular activity and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for wellbeing and mental health

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils and the attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked, and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated.

**Our primary aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.**



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those that may be young carers.

Using the Education Endowment Fund (EEF) research, our approach will be primarily rooted in quality first teaching for all children with high quality targeted support where necessary and complemented by wider whole-school strategies.

Our current pupil premium strategy works toward achieving our aims by:

- Ensuring that all teachers are effective and well-trained with regular CPD
- Employing a systematic synthetic phonics programme that supports disadvantaged pupils' acquisition of phonics
- Implementing well established intervention programmes in Maths and English led by skilled and experienced TAs and teachers to support those who are not on track to achieve ARE by the end of the school year.
- Supporting children with social emotional barriers to access the curriculum
- Providing interventions to support speech and language development in EYFS and KS1
- Providing opportunities to support children with social and emotional needs

To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
<b>1. Early Language and Phonics</b>	Assessments, observations, and discussions with pupils and class teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. The Welcomm screening data alongside SALT assessment (TALC) are valuable diagnostic assessments to establish speech and language baselines when children enter the school.
<b>2. Attendance</b>	Our attendance data for 24/25 indicates that attendance among disadvantaged pupils (93.1%) was 3.4% lower than for non-disadvantaged pupils (96.5%)
<b>3. End of Key Stage Attainment-2024 (8 pupils)</b>	End of KS2 assessments at the expected standard indicate that attainment among disadvantaged pupils when compared to non-disadvantaged pupils is below in writing maths and reading, writing and maths combined, broadly in line in reading but above in grammar.
<b>4. Wellbeing and attitudes</b>	Our teacher assessments and observations indicate that some disadvantaged children find it difficult to regulate their emotions resulting in negative behaviours. This is demonstrated when analysing the behaviours within the school's behaviour 'Track-it light' system. Furthermore, this picture is also seen when we analyse the number of children who require personalised approaches to support their emotions and behaviours. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils including phonic knowledge and understanding	Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence such as the Welcomm Screening, SALT Screening (TALC) and engagement in lessons.
Improve attendance for the disadvantaged group	The gap between the attendance rate for disadvantaged and non-disadvantaged pupils will continue to close
Decrease the school gap in end of KS2 attainment between disadvantaged and non-disadvantaged children in maths and writing	The gap between disadvantaged pupils and their non-disadvantaged peers in R, Wr and Maths combined will close in 2025
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Increased in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Improved provision at lunchtime and playtime so that children have a wider range of opportunities to learn and play together</li> <li>A reduction in the number of yellow and red cards issued</li> </ul>

## Activity planned in this academic year

This details how we intend to spend our pupil premium **this year** to address the challenges listed above.

### A. Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 44,500**

Activity	Evidence that supports the approach	Challenge Number
Ensure a high ratio of support staff and increase the number of TA3s and HLTAs to support pupils	<p>Targeted deployment of trained teaching assistants to deliver interventions to small groups or individuals has a higher impact.</p> <p>Re-structure of staffing to increase the number of TA 3s and HLTAs</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions should be exposed to with their classroom teacher.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p>	1,3,4,

<p>Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, in speech, language, communication</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/communication-and-languageapproaches</a></p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/earlyyears-toolkit/early-literacy-approaches</a></p>	<p>1</p>
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## B. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase the Enhanced Speech and Language Programme from Salford and implement diagnostic language interventions Eg: Wellcomm</p>	<p>Communication training for EYFS and KS1 staff which will involve screening (TALC) all Reception children and developing intervention targets and subsequent CPD needed for staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Oral Language Interventions (Impact +6)</li> </ul> <p><a href="#">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>The implementation of structured Interventions programmes</p>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Small tuition group (Impact +4 months)</li> <li>• Teaching Assistant Interventions (Impact +4 months)</li> <li>• One to One Tuition (Impact +5 months)</li> </ul> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3 and 4</p>

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote improved attendance and punctuality.</p> <p>Work closely with our EWO to implement strategies to promote high attendance</p> <p>Incentivise attendance and punctuality through activities such as Soft Start and Breakfast club</p>	<p><a href="#">EEF: Attendance interventions rapid evidence assessment</a></p> <p>Based on our experience, some disadvantaged children can disengage with the broader school offer. We know that funding access to extracurricular activities positively impacts on their attendance, wellbeing, school readiness and educational performance.</p>	2
<p>Support pupils' social, emotional and behavioural needs:</p> <p>Place2Be</p> <p>'Lunchtime Club'</p> <p>Soft Start Breakfast meal provision</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>Carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Improving social and emotional learning in schools</li> <li>• Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit</li> <li>• Behaviour (Impact +4)</li> <li>• Social and Emotional learning (Impact +4)</li> <li>• Metacognition and Self-regulation (Impact +7)</li> </ul> <p>Staff feedback has identified children who would benefit starting the day in a calmer, nurturing environment before they go into their classrooms. Playing structured games with a trusted adult and their peers creates the right start for the day and will also impact on attendance and punctuality. As some children may not receive an adequate breakfast with a nutritional start to the day breakfast is also provided.</p>	2,4

	<a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a>	
Targeted SEMH Interventions e.g. Social Stories, sensory circuits	<p>Research from The EEF states that the average impact of successful SEMH interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we should carefully monitor the efficacy of these approaches. Alongside academic outcomes, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">SEMH Intervention Strategies - Top 10 tips to help support students</a></p>	2,4
Extra-curricular provision, including sports, outdoor activities, arts, culture and trips	<p>In order to improve attendance and punctuality amongst the disadvantaged group, a wide menu of sports and enrichment activities throughout the week is available.</p> <p>Children also benefit socially and emotionally when they are active and take part in team games.</p>	5,1

**Total budgeted cost: £ 44, 500 + £3,430 + £1,000 = £48,930**

## Part B: Review of outcomes in the previous academic year (2023-2024)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils including phonic knowledge and understanding	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as the Welcomm Screening, SALT Screening (TALC) and including engagement in lessons, book scrutiny and ongoing formative assessments.
Sustained and improved attendance for the disadvantaged group	Attendance for this group is: 2022/2023: 93.8% 2023/2024: 94.3%
Decrease the school gap in progress and achievement between disadvantaged and non-disadvantaged children	At KS2 the gap between disadvantaged pupils and their non-disadvantaged peers in Reading, Writing and Mathematics combined outcomes reduced to less than 15% in 2024

<p>Increase achievement at the end of each Key Stage in in the disadvantaged group</p> <p>Low numbers (8) can potentially distort the data</p>	<ul style="list-style-type: none"> <li>• There has been a mixed picture in the number of pupils meeting the expected standard at the end of Key Stage 2 in 2024 compared to 2023 data</li> <li>• In reading in 2023 85% achieved the expected standard compared to 76% in 2024</li> <li>• In maths in 2023 89% achieved the expected standard compared to 815 in 2023</li> </ul>
<p>Achieve and sustain improved wellbeing and SEMH regulation for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• increases in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A reduction of referrals made by class teachers for SEMH provision such as Place2be, Play Therapist and 5<sup>th</sup> Movement -</li> </ul>
<p>Improve the provision at lunchtime and playtime so that children have a wider range of opportunities to learn and play together</p>	<p>Sustained positive engagement during play and lunchtimes demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in the number of yellow and red cards issued to the disadvantaged group</li> </ul>

## Externally provided programmes

Programme	Provider
To improve children's language and early literacy skills	Nuffield Early Language Intervention (NELI)
Speech and Language Toolkit, from screening to intervention	Welcomm
Lunchtime games/sports provision	5 <sup>th</sup> Movement