

Pupil premium strategy statement – Mrs Ethelston’s CofE Primary Academy

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	195
Proportion (%) of pupil premium eligible pupils	11%
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katy Allington
Pupil premium lead	Katy Allington & Nicole Smith
Governor / Trustee lead	Dr Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,550

Part A: Pupil premium strategy plan

Statement of intent

At Mrs Ethelston's C of E Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment and resources.

The school has selected to target academic support and emotional support. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background. Social and economic inequalities have important and long-lasting effects on children's cognitive and socio-emotional development as well as on educational outcomes. Our aim is to close the gap in attainment between advantaged and disadvantaged children. We aim to ensure that in reading, writing and maths, our disadvantaged children close the gap and do as well in their attainment and progress at the end of EYFS, KS1 and KS2 as their non-disadvantaged peers, in school and nationally.
2	SEMH needs SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions. At Mrs Ethelston's, we recognise that many of our pupils need support to manage their emotions and develop in this area. We aim

	to ensure our disadvantaged pupils have their social, mental and physical health needs met so they can achieve their best at all times.
3	<p>Parental engagement and home learning</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. We will need to consider how parental engagement strategies will engage with all parents. While encouraging parents to become directly involved in homework, or supporting the learning of phonics or times tables might appear attractive, we have to consider whether parents have the knowledge and skills to provide the right support. We aim to ensure there is more parental engagement with our parents of pupils entitled to Pupil Premium funding.</p>
4	<p>Speech and Language</p> <p>Assessments and observations have highlighted vocabulary gaps for many of our disadvantaged children. This is seen throughout Reception, KS1 and KS2. We aim to close these gaps with precision teaching and focused intervention following on from our routine screening in EYFS. There is evidence that children who are not achieving as expected in S&L find it hard to engage in other aspects of their education and we aim to close this gap as soon as possible as they enter their formal education.</p>
5	<p>Phonics and Reading</p> <p>Assessments and observations have highlighted gaps in phonics knowledge and attainment in reading for many of our disadvantaged children. Our aim is to ensure that disadvantaged children attain as well as their peers in phonics and reading. Where children have less access to reading materials and opportunities at home to read, we enhance their provision in school to allow for growth in reading skills and influence reading for pleasure.</p>

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
Ensure that pupils with speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points.	<p>All children will be assessed for speech and language barriers on entry to the school.</p> <p>There is a systematic approach to implementing speech and language intervention to address barriers including half termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Adaptations with the classroom • Joining a specific intervention programme • Personal Learning Plans • Speech therapy

	All children will make at least expected progress from their starting points.
Improve vocabulary for disadvantaged children so they attain in line with national outcomes.	There is a systematic approach to implement vocabulary intervention – Tier 2 and Tier 3 word lists.
Improve phonics, reading and writing attainment among disadvantaged pupils.	There is a systematic approach to implementing English intervention to address barriers including half termly pupil progress meetings and possible further interventions could include: <ul style="list-style-type: none"> • RWI Fast Track tutoring • Handwriting intervention • Extra daily reading support • Writing intervention • Personal Learning Plans
Ensure that children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.	Children will feel safe knowing that they have an adult they can discuss worries and fears with. As a result, learning behaviour will be positively impacted.
Parents to feel confident to engage proactively in their children's education and support at home. This will have a positive impact upon pupil progress and attainment.	Parental uptake of learning opportunities increased. Parental engagement with phonics and reading increased. Parental engagement with home learning increased.

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: £3,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>TA Development: Ongoing</p> <p>TAs will be trained to undertake speech & language assessments and to deliver required intervention.</p> <p>TAs will work in conjunction with the class teacher to explicitly teach key vocabulary.</p> <p>TAs will support children to read and will deliver additional 1:1 reading sessions.</p> <p>TAs work will compliment that of the class teacher. Children will be supported to become independent through scaffolding.</p> <p>Regular communication with the class teacher/TA takes place to ensure that misconceptions are relayed.</p> <p>TAs are trained to undertake their role effectively in order to maximise impact.</p> <p>The Assistant Head/SENDCo has regular meetings with TAs to roll out training, address any issues, discuss the week ahead, review provision and complete further RWI coaching.</p>	<p>EEF research shows that when TAs are deployed and developed effectively then the impact upon pupil progress is positive.</p>	<p>1,3,4,5</p>
<p>Vocabulary</p> <p>Explicitly plan in opportunities to teach Tier 2 and Tier 3 words.</p> <p>Through improving vocabulary, children will be able to access and enjoy reading texts.</p> <p>Disadvantaged children's reading attainment will be in line with that of their non-disadvantaged peers.</p>	<p>Research has shown that children from disadvantaged backgrounds leave school with a lower word hoard than that of their non-disadvantaged peers. Work undertaken by The Sutton Trust would also concur with this viewpoint.</p>	<p>1,4,5</p>
<p>Metacognition & Self regulation</p> <p>Children will be supported to meet EXS through 'mastery teaching and learning'. When combining metacognition with high quality teaching, attainment levels for disadvantaged pupils should rise.</p>	<p>The EEF research states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making additional progress (+ 7 months). The EEF states that providing feedback has a high impact (+6 months) on learning outcomes</p>	<p>1,2,4,5</p>

As part of Metacognition implementations, teaching staff focus on effective feedback using EEF evidence based practice.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language Intervention</p> <p>Children are screened upon entry to reception for speech & language difficulties and support is implemented as appropriate.</p> <p>This model has allowed early identification of speech & language difficulties and has reduced the need for referral to Speech & Language Therapy as intervention has been implemented early on.</p>	<p>Research has shown that there are strong links between speech and language difficulties and socio-economic disadvantage. This is also evidenced through our own in-house assessment model which has highlighted that disadvantaged children present with more speech and language difficulties than their non disadvantaged peers.</p>	4
<p>Lexia</p> <p>Lexia Core5 is a blended literacy programme focussing on</p> <ul style="list-style-type: none"> • Phonological awareness • Phonics • Fluency • Vocabulary • Comprehension <p>There is also a dedicated strand for spelling, punctuation & grammar.</p> <p>IT infrastructure is in place to be able to deliver Lexia in every class.</p> <p>Lexia Co-ordinator appointed to monitor programme results and pupil usage.</p>	<p>EEF evaluation shows a positive impact upon reading (+2 months).</p>	1,5

<p>RWI</p> <p>Training to continue to be provided by School Lead. Resources and Core Story Books to be used and a comprehensive programme continues to be in place.</p> <p>School Lead to oversee implementation of the programme and monitor for effectiveness.</p> <p>Daily Fast Track tutoring in place to support lowest readers to keep up rather than have to catch up.</p> <p>Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work.</p>	<p>EEF independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month's additional progress in reading compared with those in the control group</p>	<p>5</p>
<p>Specific, targeted 1:1 interventions or small group work</p> <p>Learning in specific, targeted 1:1 interventions and small groups must be carefully linked with classroom teaching.</p> <p>The most effective small group tuition happens when the session is targeted at specific needs.</p> <p>TAs are trained to deliver specific interventions e.g. speech and language, time to talk and funfit.</p>	<p>EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)</p>	<p>1,2</p>

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

Budgeted cost: £3,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Mentoring</p> <p>Relational Support Plans are used to support management of dysregulation in key pupils and are reviewed regularly with key adults involved.</p>	<p>EEF research (+2 months)</p> <p>Our own in-house assessments show that children perform better when they have good mental health.</p> <p>The Department for Education has worked with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to</p>	<p>1,2</p>

Boxall Online assessments to be used to identify and review Social, Emotional and Behavioural difficulties in children and to update Relational Support Plans.	develop the Wellbeing for Education Return programme. The school has appointed a Senior Mental Health lead.	
Relationships – Parental Engagement Staff communicate effectively with parents during consultations and throughout the year Communication via Tapestry for EYFS parents Communication via Google Classroom, ParentPay and Tapestry	EEF evidence shows that parental engagement has a positive impact upon disadvantaged pupil progress and attainment – EEF Teaching & Learning Toolkit (+4 months)	3
Welfare Fund Disadvantaged children are assessed on a case by case basis according to need by the Head of School to allocate provision. E.g. access to clubs, attend school in correct uniform and participate in school trips and events.	Our own experience shows that disadvantaged pupils benefit greatly when they are able to access extra-curricular activities.	2

Total budgeted cost: £26,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. The data shows that the gap is closing for our PP and non-PP pupils.

Our review of the strategies implemented demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an education which better supports children to reach their full potential. This plan outlines how we continue to intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively academically and pastorally.

Year Group	23-24 Outcome	23-24 PPG	24-25 Outcome	24-25 PPG
EYFS	74%	50% (1 out of 2 pupils)	77%	100%
Year 1 Phonics Check	88%	92%	81%	100%
Year 2 Phonics Check re-take	90%	100%	100%	N/A
Year 4 MTC	19	16	21.92	17.5
Year 6 Reading	91	60%	81%	100%
Year 6 Writing	74%	50%	81%	100%
Year 6 Mathematics	79%	0%	77%	100%

Behaviour – there were no PPG children who were suspended/excluded

Attendance – PPG pupils' attendance was 94.6%

Success criteria met	On track to meet success criteria met	Started but not on track to meet success criteria met	Not yet started
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Intended outcome	Outcome	2023-2025
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<p>Ensure that pupils with speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points.</p>	<p>All children will be assessed for speech and language barriers on entry to the school.</p> <p>There is a systematic approach to implementing speech and language intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Adaptations with the classroom • Joining a specific intervention programme • Individual learning plans • Speech therapy <p>All children will make at least expected progress from their starting points</p>	
<p>Improve vocabulary for disadvantaged children so they attain in line with national outcomes.</p>	<p>There is a systematic approach to implement vocabulary intervention – Tier 2 and Tier 3 word lists.</p>	
<p>Improve phonics, reading and writing attainment among disadvantaged pupils.</p>	<p>There is a systematic approach to implementing English intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • RWI Fast Track tutoring • Handwriting intervention • Extra daily reading support • Writing intervention • Personal Learning Plans 	
<p>Ensure children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.</p>	<p>Children felt safe knowing that they had an adult they could discuss worries and fears with. As a result, learning behaviour was positively impacted.</p>	
<p>Parents to feel confident to engage proactively in their children's education and support at home. This will have a positive impact upon pupil progress and attainment.</p>	<p>Parental uptake of learning opportunities increased.</p> <p>Parental engagement with phonics and reading increased.</p>	

	Parental engagement with home learning increased.	
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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
Read, Write, Inc	Ruth Miskin Literacy
Accelerated Reader	Renaissance Learning
Lexia	Lexia Learning
Numbots and TTRockstars	Maths Circle

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We use the same principles and methods for our Service Pupil Premium funding and outcomes. Pupils were provided with nurturing and relationship building intervention Time to Talk sessions and outside provision.
The impact of that spending on service pupil premium eligible pupils
Nurture sessions were the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year.

Further information

We offer a wide range of high quality extra-curricular activities to boost well-being, behaviour, attendance and aspiration. Activities will focus on building life-skills such as confidence, resilience and social skills. Disadvantaged pupils will be encouraged and supported to participate.