Ellistown Community Primary School
Pupil Premium Strategy Statement 2025-2030

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ellistown Community Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils (targetted)	22%
Proportion (%) of pupil premium eligible pupils (enhanced~ PP+)	2%
Academic year/years that our current pupil premium strategy plan covers	25-26 26-27 27-28 28-29 29-30
Date this statement was published	Reviewed and published September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Simone Fellows Headteacher
Pupil premium lead	Ellen Parker Pupil Welfare
Governor lead	Clive Taylor Chair of Governors

Funding Overview 26-27

Detail	Amount
Pupil premium funding allocation this academic year	£54,820
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,820

Funding Overview 25-26

Detail	Amount
Pupil premium funding allocation this academic year	£54,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,690

Part A: Pupil premium strategy plan

Statement of intent

We are committed to providing an inclusive, compassionate, and supportive environment where every student, regardless of their background, can thrive academically, socially, and emotionally.

Our Pupil Premium students are at the heart of this commitment, and we recognise the importance of targeted support to ensure their success and wellbeing.

Our strategy is rooted in our shared school values which our pupils chose themselves;
Belonging, Determination, Resilience, Kindness, Safety, Respect, Trust, Responsibility, Teamwork.

These values guide every decision, interaction, and opportunity we provide.

Ellistown School is a one form entry school in the village of Ellistown in North-West Leicestershire. Children can start with us from the age of 4. A large majority of our children start school with low language skills. We have a high number of children with SEND needs and an above national number of children with an educational health care plan.

We ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is made for vulnerable pupils, this includes ensuring the needs of disadvantaged pupils are assessed and addressed. It is our aim that all children at Ellistown thrive together.

We recognise that not all pupils who receive free school meals will be disadvantaged and that not all pupils who are disadvantaged are in receipt of free school meals; we use our PP allocation flexibly to support any pupils the school has identified as disadvantaged or vulnerable.

Our commitment to compassionate inclusion and a strong pastoral approach ensures that every Pupil Premium child at Ellistown experiences a sense of belonging, safety, and respect — and is supported with kindness, teamwork, and determination to achieve their full potential.

Every child deserves the same high standards of teaching, support, and resources. We actively remove challenges to learning, ensuring Pupil Premium children have access to the same opportunities as their peers, addressing not only academic needs but addressing emotional and physiological needs as priority for children to achieve.

Our strategy focuses on a balance of academic and emotional support, recognising that the wellbeing of Pupil Premium students plays a crucial role in their academic success.

Key Principles

To achieve our aims, we will ensure:

1. That every child's school experience is rooted in strong, consistent, compassionate pastoral support for them and their families, with trusted relationships being built between home and school so that everyone can work together to ensure shared responsibility for every child's success.

2. Ensuring all children feel seen, heard, and valued and that their achievements both academic and personal are celebrated equally.

3. That community connections are fostered thus can offering opportunities for all children that broaden the range of activities and experiences available to them.

4. That all staff are equipped with the knowledge and understanding to support disadvantaged learners effectively and compassionately and that there are regular opportunities for pastoral staff to share strategies, best practice and insights, including insight into the unique challenges faced by disadvantaged children and their families

5. To deliver quality first teaching that meets the diverse needs of disadvantaged learners, implementing targeted effective interventions where appropriate. To celebrate individual's progress regardless of starting points.

6. That all stakeholders have a shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, SLT and governors.

7.An informed decision about allocation of funds is made using all the information at our disposal, which may include external factors we have been made aware of. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Since the COVID-19 pandemic, the number of pupils and families requiring additional support has increased significantly. There has been a marked rise in needs relating to behaviour, social, emotional and mental health, alongside increasing parenting and family wellbeing challenges. Many parents and carers also require support with their own mental health and access to services. School observations and discussions with families indicate that these issues disproportionately affect disadvantaged pupils. Consequently, there is a growing need for targeted pastoral support and guidance to ensure pupils and families can access the help, opportunities available to them.
2	Many disadvantaged pupils have limited access to enrichment opportunities beyond school. This can restrict their cultural capital, aspirations, confidence and personal development, reducing engagement with learning and widening the gap between them and their peers.
3	Our attendance data indicates that attendance amongst disadvantaged pupils has been lower than for non-disadvantaged pupils 2025-2026 Not Disadvantaged attendance percentages: Good (95%-100%) 78.1% Low (80%-90%) 19.5% Very low (0-80%) rest Disadvantaged attendance percentages: Good (95%-100%) 41.2% Low (80%-90%) 55.9% Very low (0-80%) rest Our assessments and observations indicate that absence from school is negatively impacting disadvantaged pupils' progress.

<table>
<tr><td>4</td><td>Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocab gaps on entry, which are more prevalent among disadvantaged pupils.
Communication and Language Starting Points on Entry
<table><tr><th>Cohort</th><th>Number of Pupils</th><th>Listening, Attention & Understanding At/Above Expected</th><th>Speaking At/Above Expected</th></tr><tr><td>2024-25 Reception Entry</td><td>29</td><td>38%</td><td>52%</td></tr><tr><td>2025-26 Reception Entry</td><td>30</td><td>26% (23% Expected + 3% Above)</td><td>53% (50% Expected + 3% Above)</td></tr><tr><td>Two-Year Average</td><td>59</td><td>32%</td><td>53%</td></tr></table></td></tr>
<tr><td>5</td><td>Many disadvantaged pupils start school with lower levels of prior attainment than their peers. Without additional academic, pastoral and attendance support, they can make slower progress, leading to a widening attainment gap over time.
<table><tr><th>Key Area</th><th>Pupil Premium</th><th>Non-Pupil Premium</th></tr><tr><td>Listening, Attention & Understanding</td><td>0%</td><td>22%</td></tr><tr><td>Speaking</td><td>50%</td><td>52%</td></tr><tr><td>Managing Self</td><td>50%</td><td>74%</td></tr><tr><td>Word Reading</td><td>0%</td><td>4%</td></tr></table>*This table shows the key areas where PP children entered below their non-PP peers in 25-26. The percentage shows the percentage of children who had met this early learning goal on entry</td></tr>
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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.Continuous improvement and sustained wellbeing for disadvantaged pupils	Leuven scaling shows improved emotional intelligence and mental health wellbeing. Evidence base: Leuven scaling, continuous monitoring via pastoral register.
2.Disadvantaged pupils have equitable access to a broad range of enrichment experiences that enhance cultural capital, raise aspirations, develop confidence and life skills, and increase engagement with learning, supporting improved academic and personal outcomes.	Pupils speak positively and enthusiastically about their involvement in extracurricular clubs, residential experiences and other non-curricular activities. They use relevant Tier 3 vocabulary to explain how these opportunities have broadened their experiences, developed their confidence, and raised their aspirations. Evidence base: student voice questionnaires, club attendance data,

3.To achieve and sustain improved attendance for all pupils particularly our pupil premium children with targeted support for those at risk of persistent attendance	Sustained high attendance demonstrated by consistent improvements in attendance, aiming to meet or exceed the national average of 95%. Evidence base: attendance data
4.Improved oral and language skills and vocabulary	Improved scores for language interventions ie, Talkboost and Social communications. Reading comprehension scores are at or above national average. Evidence talkboost and social communications data.
5. Improve academic performance for disadvantaged pupils	Disadvantaged/vulnerable pupils make progress from their individual starting points through targeted support, leading to improved attendance, wellbeing and attainment, and a sustained reduction in the attainment gap. Evidence base: internal attainment data, KS2 SATs results, moderation data.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 26/27** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Everyone Reading In School' daily to support the acquisition of reading miles for all children, but in particular disadvantaged children.	Reading comprehension strategies have a high impact on pupil progress (+6 months) and regular reading practice increases fluency, vocabulary acquisition and comprehension. Daily reading helps disadvantaged pupils develop language skills and reading stamina, reducing barriers to accessing the wider curriculum. The EEF identifies reading as a key lever for improving outcomes for disadvantaged pupils.	4,5
Continue to partially fund learning partnership CPD subscription	High-quality teaching is the most important in-school factor affecting pupil outcomes. The EEF states that effective professional development can improve pupil progress and is particularly beneficial for disadvantaged learners when teaching	4,5

	quality is strengthened across the school.	

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

Budgeted cost: £18,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skilled staff to provide interventions, such as precision teaching and social communications for children identified as falling behind age related expectations or needing extra social support. To include: Nessy, Talk Boost, Social Communications Group, precision teaching, bespoke 1:1 or small group interventions.	Targeted academic support and small-group or one-to-one tuition are among the most effective approaches for pupils needing additional support. The EEF reports average gains of +4 months for small group tuition and +5 months for one-to-one tuition when interventions are carefully targeted and linked to classroom learning. Speech, language and communication interventions have been shown to improve attainment, engagement and social development.	1,4,5
Run weekly school boosters targeted at educationally disadvantaged pupils in reading and maths.	Additional targeted teaching can help pupils address gaps in learning and improve attainment. Evidence suggests that structured tuition, delivered regularly and focused on identified gaps, can accelerate progress, particularly for disadvantaged pupils. One-to-one and small-group tuition can lead to an additional 4 to 5 months' progress.	4,5
Personal iPad for those children whose parents are unable to buy into the personal iPad project in KS2 – this means that disadvantaged students are able to access the same apps and learning tools as their peers, including those apps which provide precision teaching for key skills	Technology can support learning when used to enhance teaching and provide access to high-quality learning resources. Ensuring equitable access to digital devices helps remove barriers to learning, enables pupils to complete home learning, and allows disadvantaged pupils to access the same curriculum, intervention programmes and learning opportunities as their peers. It also supports communication with parents and engagement with their child's learning.	1,2,4,5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Employment of pastoral & welfare & attendance professional to work alongside families, one to one with pupil premium and vulnerable children and in small groups Create safe spaces, provide access to pastoral support, ELSA, support from the NHS MHST, and facilitate social communication programs that allow children to express themselves, manage emotions, and ensure students feel listened to and supported.	EEF evidence shows that targeted family support, mentoring and interventions addressing attendance barriers can improve attendance and engagement. Effective social and emotional support can lead to +4 months' additional progress, with ELSA and MHST provision helping pupils develop resilience, self-regulation and wellbeing, reducing barriers to learning. (EEF, 2019; EEF, 2022; NHS England).	All
A dedicated Welfare and Attendance professional works in close collaboration with the SENDCo, bringing extensive knowledge and expertise to support disadvantaged and vulnerable pupils. This partnership ensures an inclusive, evidence-informed approach to identifying needs, coordinating support, and delivering targeted interventions that improve attendance, wellbeing, engagement, and academic outcomes for pupils eligible for Pupil Premium funding and other vulnerable learners.	EEF and DfE guidance demonstrates that disadvantaged pupils benefit from early identification of need, coordinated pastoral and SEND support, strong family engagement, and targeted interventions that address barriers to attendance, wellbeing, and learning. A collaborative approach between Welfare and Attendance staff and the SENDCo enables the school to deliver evidence-informed support that improves engagement and helps narrow gaps in attendance and attainment	All
Provide targeted funding for curriculum enrichment, including educational visits, residential experiences and extracurricular activities, to broaden horizons, enhance cultural capital and ensure disadvantaged pupils have access to high-quality experiences beyond the classroom	EEF evidence suggests that arts participation and outdoor learning have a positive impact on attainment, engagement and confidence. Financial support for trips, residentials and clubs ensures disadvantaged pupils can access enriching experiences that build cultural capital, aspirations and social development. (EEF Teaching and Learning Toolkit)	1,2
Additional school uniform purchased, or nearly new uniform sourced to ensure PP children don't feel disadvantaged at school compared to their peers	Uniform support reduces financial barriers and stigma for disadvantaged pupils, promoting inclusion, wellbeing, attendance and engagement. Ensuring all pupils have appropriate uniform helps them feel a sense of belonging and equality with their peers. (DfE School Uniform Guidance)	1
Additional year 6 high school transition where needed supported by the SENDco, pupil welfare worker and in conjunction with other relevant professionals	Targeted transition support helps reduce anxiety, improve wellbeing and increase readiness for learning. Vulnerable, disadvantaged and SEND pupils particularly benefit from	1

	personalised transition programmes and multi-agency support when moving to secondary school. (EEF; DfE SEND Code of Practice)	
Attendance – regular meetings, data analysis, liaise with the LA, training to ensure procedural and pastoral approach to meet challenges faced around different reasons for low attendance	EEF evidence highlights the importance of regular attendance monitoring, early intervention, staff training and targeted support for families. Personalised and multi-agency approaches are particularly effective in addressing barriers to attendance for disadvantaged pupils. (EEF, 2022; EEF, 2024)	1,3
Train a staff member as an Emotional Literacy Support Assistant (ELSA) to deliver evidence-informed social and emotional interventions, supporting pupils' wellbeing, resilience and engagement in learning	ELSA-trained staff provide evidence-based support to improve emotional regulation, resilience and social skills. Effective social and emotional learning can lead to +4 months' progress and helps reduce barriers to learning for disadvantaged pupils. (EEF, 2019; ELSA Research Review, 2024)	All
Deploy a Pastoral and Family Support Worker to provide targeted support for disadvantaged pupils and their families, facilitating access to financial, health and social care services, supporting engagement with external agencies, and removing barriers that may impact attendance, wellbeing and learning. Through early intervention and strong family partnerships, the school aims to improve pupil engagement, attendance and readiness to learn.	• The EEF identifies attendance as a multifaceted issue requiring schools to understand and address the underlying causes of absence. Building strong relationships with families and providing targeted support to overcome barriers are key features of effective attendance practice • The EEF's review of attendance interventions found evidence that parental engagement and responsive approaches tailored to individual family circumstances show promise in improving attendance outcomes. • Disadvantaged pupils are significantly more likely to experience persistent absence than their peers, making targeted family support particularly important. • NHS Mental Health Support Teams and wider government guidance emphasise the	All

	importance of joined-up working between schools, families and external agencies to provide early intervention and reduce barriers to education and wellbeing	

Total budgeted cost £54,820

Part B: Review of outcomes in the previous academic year 25-26

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Intended outcome 1: Continuous improvement and sustained wellbeing for disadvantaged pupils

Impact/ Evidence
Our comprehensive tracking system for all disadvantaged pupils through a dedicated data sheet which records support, interventions and outcomes tracks support offered and engagement for disadvantaged pupils. The pastoral register is used to monitor pupils' wellbeing, and children remain on the register even when support is reduced to ensure continued oversight and responsiveness to emerging needs. Support has included fixed-term ELSA interventions, such as a SMART Start programme, or ongoing pastoral support through regular check-ins and tailored wellbeing provision. Disadvantaged pupils are routinely monitored using the Leuven Scale to assess levels of wellbeing and engagement. To further strengthen our understanding of pupil needs and ensure their voices inform future provision, we intend to develop and implement a pupil voice questionnaire. This will support continuous evaluation and improvement of our strategies to promote sustained wellbeing and positive outcomes for disadvantaged pupils.

Leuven scale scores:

Measurement	Improved	Maintained	Declined
wellbeing	31 pupils	6 pupils	0 pupils
Involvement	22 pupils	13 pupils	2 pupils

The Leuven Scale data shows an overall positive trend in both wellbeing and involvement across the cohort. Wellbeing outcomes were particularly strong.

Involvement data also showed positive progress; two pupils showed a decline in involvement; however, these decreases coincided with significant trauma and adverse experiences outside of school that had a substantial impact on their engagement. Throughout this period, both pupils received targeted support from staff and the pupil welfare team to help address their needs and promote their wellbeing. Despite these individual circumstances, the overall involvement score increased, indicating positive engagement trends across the wider group. All children that maintained scored at least high in the Autumn term.

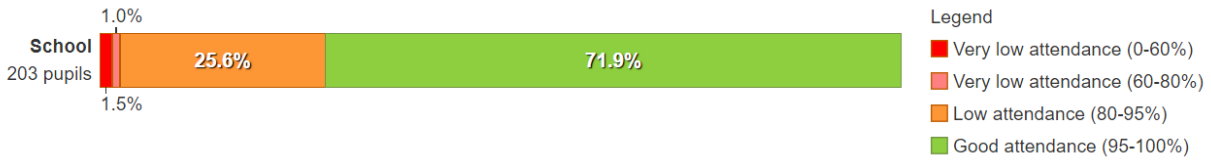
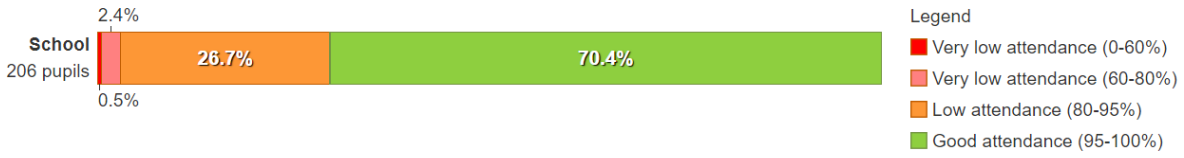
Overall, the data demonstrates that most pupils have either improved or maintained their levels of wellbeing and involvement, reflecting the positive impact of the support and provision in place.

Intended outcome 2: Disadvantaged pupils have equitable access to a broad range of enrichment experiences that enhance cultural capital, raise aspirations, develop

confidence and life skills, and increase engagement with learning, supporting improved academic and personal outcomes

Impact/ Evidence
Club data, student voice questionnaire **Enrichment and Extra-Curricular Participation** During 2025-26, 70% of Pupil Premium pupils accessed at least one extra-curricular club or enrichment activity, with an average participation attendance rate of 85.2%. Opportunities included a wide range of activities; sports clubs (football, dodgeball, rugby, athletics, netball, gymnastics, cricket and basketball), creative activities (dance, card-making, clay sculpting and construction club), and wellbeing provision (Zen Zone). The strong uptake demonstrates that the school's approach to reducing barriers to participation has had a positive impact. Access to clubs and enrichment opportunities supports the development of confidence, resilience, social skills, physical health and aspirations, while also providing opportunities for pupils to develop talents and interests beyond the curriculum. Our school will continue to identify and address barriers to participation. Targeted encouragement, parental engagement and subsidised provision will be used to increase participation rates further.

Intended outcome 3: To achieve and sustain improved attendance for all pupils, particularly our pupil premium children, with targeted support for those at risk of persistent absence

Impact / Evidence
Attendance data 2025/2026    Attendance data 2024/2025    Overall attendance has improved, and, most significantly, high-risk very low attendance has decreased. The number of children monitored for attendance below 90% has decreased considerably in 25/26 compared with the same months the previous year.

Children monitored for attendance below 90% (September to June)		
	2024/2025	2025/2026
September	30	13
October	25	13
November	28	16
December	26	15
January	24	15
February	24	19
March	23	19
April	24	21
May	24	21
June	25	19

This indicates that attendance improvement strategies have been successful across the school, which reflects positive engagement from families, pupils and staff, and highlights a number of successful attendance interventions across the school.

Intended outcome 4: Improved oral and language skills and vocabulary

Impact / Evidence

Talkboost

All pupils participating in Talk Boost made progress/improvements from Autumn to Summer, clearly shown in their end of school year assessments compared with starting scores. Pupils made an average gain of 9 marks, representing an average improvement of 11.7% from their starting scores

Targeted speech and language interventions, including Talk Boost, have supported pupils in developing their oral language, communication skills and vocabulary. Assessment data shows that pupils made measurable progress over the intervention period, with the majority achieving higher scores by the end of the programme, demonstrating improved confidence in speaking, listening, understanding and the use of vocabulary across the curriculum. This evidence indicates that focused language support is having a positive impact on pupils' communication and readiness for learning.

Intended outcome 5: Improve academic performance for disadvantaged pupils

Impact / Evidence

Chart to show the gap between PP and non-PP year on year at the end of KS2

Measure	Gap 25-26	Gap 24-25	Gap 23-24
Reading ARE+	44%	14%	49%

Writing ARE +	31%	0%	30%
Maths ARE +	35%	26%	24%
Combined	23%	3%	36%

Commentary

Attainment gaps between disadvantaged and non-disadvantaged pupils have varied across cohorts over the last three years. Following larger gaps in 2023-24, outcomes improved significantly in 2024-25, with the combined Reading, Writing and Maths gap reducing from 36% to 3% and the Writing gap closing completely. This demonstrated the positive impact of the school's pupil premium strategies for that cohort.

The attainment gap widened again in 2025-26, particularly in Reading and Mathematics. However, these outcomes should be considered alongside the context of the cohort and the relatively small number of disadvantaged pupils within the year group. The disadvantaged cohort included a disproportionately high level of additional need, with over half of pupils identified as having SEND. As a result, attainment measures alone do not fully reflect the impact of the school's support.

The school continues to prioritise high-quality teaching, adaptive practice and targeted intervention for disadvantaged pupils. Whilst the 2025-26 outcomes highlight areas for further development, the strong improvement seen in 2024-25 demonstrates that the school's approach can successfully reduce attainment gaps over time.