Pupil premium strategy statement – Mary Elton Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	9.86% (34 pupil Sept 25)
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)**	2023-2026
Date this statement was published	September 2023
Date this statement was reviewed	October 2025
Date by which the next review will occur	July 2026
Statement authorised by	Tom Newell
Pupil Premium Lead	Rebecca Lamb
Governor / Trustee lead	James Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,305
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£70,305

Part A: Pupil premium strategy plan

Statement of intent 2025-26

Key Priorities for Academic Year 2025 / 2026

To embed a culture of equity, belonging and high achievement for all children, particularly the most vulnerable by:

1. *Ensuring 90% of PP and 70% of SEND pupils achieve combined EXS+ by July 2026*
2. *Ensuring a 15% improvement in writing attainment at GDS by July 2026*
3. *Ensuring that 100% of Reception pupils achieve a Good Level of Development (GLD) by July 2026*

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of pupil premium grant or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, this has clearly been the case in the last two years where KS2 outcomes have increased from 33% in 2024 to 79% in 2026.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are 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
1	Our early assessments and observations identify critical gaps in oral language, vocabulary, and personal development—including emotional regulation and relationship skills—among disadvantaged pupils, particularly in Reception and KS1. Addressing these foundational needs is essential to improving long-term attainment and closing the disadvantage gap.
2	Our assessments and observations indicate that disadvantaged pupils demonstrate significant knowledge gaps across core subjects—Reading, Writing, and Mathematics—as well as Foundation subjects. These gaps have resulted in attainment levels that are consistently below age-related expectations and lower than those of non-disadvantaged peers.
3	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenging family circumstances, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment across the wider curriculum. Teacher referrals for support remain relatively high. 25% of disadvantaged pupils currently require additional support with social and emotional needs, and receive small group interventions and support from the Learning Mentor.
4	Our attendance data indicates that attendance among disadvantaged pupils has been 3% lower than for all pupils. • 25% of disadvantaged pupils have been ‘persistently absent’ compared to 6% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and 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 in EYFS and KS1.	All disadvantaged pupils without significant SEND achieve the early learning goals for Listening and Attention, Understanding and Speaking. Pupils in KS1 who receive Talk Boost interventions make significant progress. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing and maths attainment among disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2025/6 show that 90% (increased from 75% target in 2023) of disadvantaged pupils met the expected standard.
Improved attainment in terms of children knowing and remembering more across the broad curriculum	Children learn the intended broad and balanced Futura Curriculum. Assessment data indicates that nearly all children attain expected standards. 100% of PP children make progress at or above expected from their starting points.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2025/26 show that more than 90% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Thrive assessments • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils , evidenced by analysis of club attendance • 15% decrease in number of PP children that are PA by July 2026.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils is no more than 4% higher than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully embed effective formative assessment in lessons. Training for staff to ensure assessments are effective and lead to progress. GAPS analysis through PPM and Phase meetings and partner teachers.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF We will use PiXL strategies to develop this further as a school (having seen excellent practice in local primary school)	1, 3, 4
Develop support for communication and language and personal, social and emotional skills in EYFS, using strategies from EYFS Toolkit. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Using this for Y1 to raise attainment. 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 | Toolkit Strand | Education Endowment Foundation | EEF Embed the use of Wellcomm in Reception to support SLCN	1, 2

Introduction of Voice 21 and HFL Reading Fluency Programme A structured programme of CPD to introduce and embed the key aspects of Voice 21. English Hub will receive additional training and become champions in their key stages for both.	Evidence supporting the use of Voice 21's Oracy strategy with Pupil Premium funding shows that high-quality oracy education accelerates student reading progress and improves overall attainment. Research from the Oracy All-Party Parliamentary Group indicates that the pandemic significantly harmed the spoken language of disadvantaged pupils, highlighting the need for interventions like oracy to address these gaps. Voice 21's own program data and the Education Endowment Foundation (EEF) support their approach by showing that oral language interventions provide substantial progress for students from disadvantaged backgrounds. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF HFL Education's KS2 Reading Fluency Project is a targeted intervention aiming to improve reading comprehension for Key Stage 2 pupils who are identified as working below age-related expectations in reading comprehension. The approaches to the teaching of fluency included within this project align with the evidence base on how to teach oral reading fluency and provides schools with a clear and structured approach.	1-7
Continue to embed Futura Curriculum and develop to increase engagement for all children. CPD time allocated and built in for videos of subject knowledge content provided and visits to other settings in the Trust.	Research shows that a broad and balanced curriculum supports pupil achievement, engagement and motivation. It is important that the curriculum identifies the important knowledge systematically and coherently if children are to deepen their understanding and think critically. Resources and training needs to support teachers to develop strong subject knowledge. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_frame	4,5

	work_updated_references_22_Feb_2021.pdf	
Embed Futura Fundamentals to ensure that teaching approaches are consistent and reflect understanding of how pupils learn.	It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	3,4,5

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

Budgeted cost: **£15,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully implement 'Talk Boost' to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Ensure that trained staff have opportunities to observe best practice and lead regular interventions which will be monitored by the EYFS leader.	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 | EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a 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 up to 12 weeks:	4

Training for staff who deliver and lead Fresh Start.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Engaging with individual and small group intervention as a result of PPMs.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Thursday afternoon interventions in place for all PP children identified as not yet on track to achieve expected in Y6.	3,4
Attendance Fully implement new attendance policy including: - systems to track and monitor attendance to be fully implemented. -CPD to support all staff in managing and improving attendance. - Build a culture of belonging and inclusivity.	Attendance for Pupil Premium children is 3% below those of their peers at Mary Elton School; this is significantly impacting on progress for a minority of PP children in all Year Groups. 24% of Pupil Premium children were Persistently Absent in 24/25, this is impacting on progress and personal development for these children. The new Attendance Policy and procedures are not yet fully implemented and are not yet having an impact. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train ELSA and THRIVE support staff to work with groups of children to support children with emotional school avoidance and build confidence	EEF guidance shows that 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	6

	effective learning, and are linked to positive outcomes in later life https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1695954103	
Support wider opportunities, through funding educational trips and visits and music tuition.	Ofsted guidance on effective use of Pupil premium funding includes the importance of ensuring all that all pupils have full access to broad educational experiences, such as arts, residential courses and competing in sporting events in order to improve engagement, and nurture a wide range of talents and interests https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf The Personal Development Strategy will be enhanced in 25-26 to ensure all PP children can access a wide variety of enrichment opportunities, including international opportunities.	5
Learning mentor support in place for PP children with SEMH and wider concerns.	An increasing number of children are exhibiting SEMH issues at Mary Elton as well as in wider society. The strong Personal Development programme is in place to support this however two Learning Mentors are in place to support our most vulnerable learners. Impact is monitored through line management and for each individual.	6, 7

Total budgeted cost: £70,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 outcomes

Year 6 – Summer (SATs)					
	Reading	Writing (TA)	Maths	Combined	*GPS*
EXS+	**81% 39/48**	**85% 41/48**	**85% 41/48**	**79% 38/48**	***83% 40/48***
GDS	42% 20/48	17% 8/48	31% 15/48	8% 4/48	*42% 20/48*
PP	60% 6/10	70% 7/10	80% 8/10	50% 5/10	*70% 7/10*
Non-PP	87% 33/38	89% 34/38	87% 33/38	87% 33/38	*87% 33/38*
SEND	50% 3/6	50% 3/6	50% 3/6	50% 3/6	*50% 3/6*
Non-SEND	86% 36/42	90% 38/42	90% 38/42	83% 35/42	*88% 37/42*
Boys	76% 22/29	79% 23/29	83% 24/29	72% 21/29	*79% 23/29*
Girls	89% 17/19	95% 18/19	89% 17/19	84% 16/19	*89% 17/19*

National 2025 headlines: Reading 75%; Writing 72%; Maths 74%; RWM 62%; GPS 73%

50% of PP children achieved EXS+, this is slightly above national. This was 6% higher than 2024 and 21% higher than 2023. PP children are not yet achieving in line with their peers, despite attainment over 2 years clearly being improved. Gaps have diminished e.g. in 2024 there was a 32% gap in Maths between PP and non-PP children, 7% in 2025. Attainment has increased significantly for all children at KS2 in the last two years. Where the attainment and progress for our PP children remains below our expectations, there are often dual vulnerabilities e.g. attendance below 93% or SEND needs.

Some interventions were successful, especially in Maths e.g. in Autumn 2024, 2/10 PP children were EXS+ in Maths, in summer SATS, 8/10 achieved EXS+, this is a positive impact. There is a need to investigate successful Reading and Writing interventions to ensure greater impact and progress for our PP children. In Autumn term 2024/25 40% of PP children were on or above target in Reading, KS2 outcomes show 80% of PP at or above target.

Current Year 6 data shows 89% of PP children are on EXS+ for Reading, 78% in Maths and 67% in Writing. Combined is therefore 44% (4/9) currently. Interventions and support need to focus on these children to ensure all go to secondary school ready for the next phase of their learning. This is showing that our quality first approach to teaching and learning is having an impact; we need to ensure interventions are targeted and precise to ensure greater impact.

50% of PP children met GLD in Early Years, 2/4. Common themes for children not achieving GLD were Communication and Language and Personal, Social and Emotional – support and

interventions are in place for current Reception as well as ensure these gaps are closed in year 1. We are implementing Voice 21 and Talk Boost to address speech and language concerns.

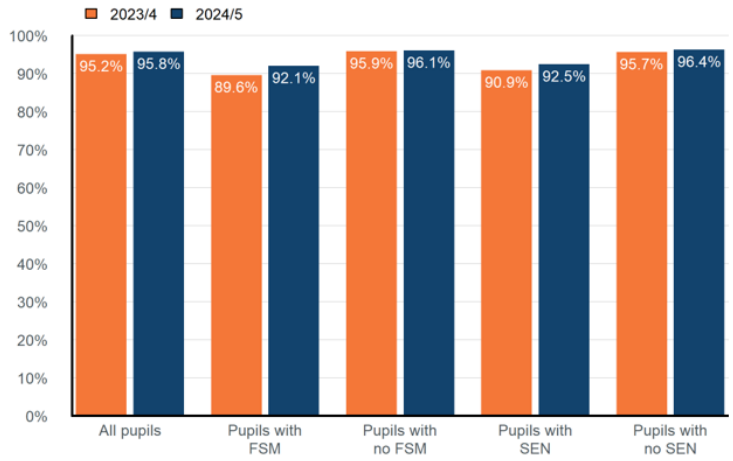
Key Stage one outcomes show progress for PP children. In Autumn term assessments, 60% of children were on track to meet EXS+ in reading and writing and 40% were on track to meet EXS+ for maths. In summer assessments, this had risen to 100% in reading, 75% in writing and 100% in maths. (Pupil numbers had decreased by 1 child).

In 2024, by the end of KS1, 57% of disadvantaged pupils at Mary Elton achieved ARE in reading, writing and maths compared to 75% of PP students in 2025.

Absence rates amongst our disadvantaged pupils was 3% higher than their peers in 2024/25 and persistent absence was significantly higher. Despite attendance improving over time (PP attendance was 2.5% higher in 2025 compared to 2024), the gap remains the same. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. The attendance gap remains unchanged however, systems are in place to address some of these concerns, including weekly attendance meetings to address issues of concern. Attendance for PP children is in line with national (92.1% compared to 92% nationally)

Previous academic year comparison

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose
Thrive	Fronting the Challenge Projects Ltd
HFL Reading Fluency Programme	Voice 21