

Pupil premium strategy statement

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	Ellington Infant School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	50.97%
Academic year/years that our current pupil premium strategy plan covers	2025-27
Date this statement was published	13/11/2025
Date on which it will be reviewed	September 2027
Statement authorised by	Vikki Bowman, Headteacher
Pupil premium lead	Vikki Bowman, Headteacher
Governor / Trustee lead	James Tyrrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136,350
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,350

Part A: Pupil premium strategy plan

Statement of intent

Ellington infant school is a school where everyone is welcome. The community that we serve is in an area of high deprivation, with 51% of our pupils being eligible for pupil premium funding. In order to be a school that serves our community, it is our belief that disadvantage should not be a limiting factor for our children. 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.

At Ellington we consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We want all of our children to succeed, in order for them to have the best possible start to their education.

High-quality teaching by an effective teacher is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. As such, this is at the core of our approach.

Alongside our core strategy, we also recognise the wider possibilities regarding wider school plans for education recovery, and have appointed a speech and language teaching assistant to bridge the disadvantage gap.

As a school, we have identified the key areas impacted by socio-economic disadvantage on our children, and aim to address these through our in-school provision. Key areas identified include: speech and language, attendance, life experiences, social interaction skills and wellbeing, attitudes to school and aspirations for the future. We will ensure that we continue to consider the needs of our disadvantaged children, and that this is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure that our strategy is effective, the key principles will include:

- ensure disadvantaged pupils are challenged in the work that they're set
- create a climate for learning that promotes wellbeing
- 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	Speech and Language - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attendance - Our attendance data indicates that attendance among disadvantaged pupils is generally lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Social and emotional needs - Observations and discussions with pupils and families have identified social and emotional issues for many pupils, including physical and mental health, lack of social skills, low self-esteem and self-confidence, low aspirations, finance (Impacting on availability of appropriate nutrition), routines, change of working circumstances, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Phonics and reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Maths - Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Writing - Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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 communication and language skills for PP pupils, leading to faster reading and writing progress, diminishing the difference at a faster rate	Pupils eligible for PP make rapid progress by the end of the Foundation Stage and Key Stage One so that most pupils achieve age related expectations in communication and language, reading and writing.
Improved attendance rates for pupils eligible for PP (including vulnerable, disadvantaged, hidden disadvantaged).	Reduce the level of absence among pupils eligible for PP e.g. attendance incentives and where appropriate use the attendance service. Overall PP attendance improves to bring them in line with our school target and in line with their non-PP peers.
Improved social/emotional wellbeing of children, allowing them to access the curriculum and increase progress and attainment in all subject areas. Improved routines and structure to school life to enable children to feel safe at all times.	Children will have improved social/emotional wellbeing, allowing them to make progress in line with their peers. Input from training sessions will improve staff knowledge and application of strategies. Behaviour incidents will be tracked and analysed throughout the year. The frequency of behaviour incidents will reduce.
Improved phonics and reading attainment and outcomes for all children, particularly disadvantaged children.	A greater number of children reach the expected standard in phonics screening and KS1 reading assessments, including a higher proportion of disadvantaged children.
Improved maths attainment for all children, including disadvantaged, with gaps in learning addressed, allowing children to make good progress.	A greater number of children reach the expected standard in maths, including a higher proportion of disadvantaged children. All children make good progress from their starting points.
Improved writing attainment for all children, including disadvantaged, with	A greater number of children reach the expected standard in writing, including a higher proportion of disadvantaged

gaps in learning addressed, allowing children to make good progress.	children. All children make good progress from their starting points.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of further resources to complement DfE approved systematic synthetic phonics programme.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	4,6
Continuous Professional development opportunities for staff	The effectiveness of a teacher is one of the single biggest factors on pupil achievement. Ensuring teaching is strong will improve outcomes for all children.	1,4,5,6
Additional SENCO hours (1 day per week)	Supports with early intervention and access to external support where necessary. Supports teachers in ensuring inclusive practice.	1,3,4,5,6
Thrive trained Teaching assistant	Supports Thrive interventions and training to support readiness to learn and SEMH interventions.	1,3,4,5,6

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

Budgeted cost: £35,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-Time speech and language teaching assistant to deliver targeted speech and	EEF evidence suggests that Oral Language interventions are potentially a high impact strategy Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,

language interventions		
Short term further additional SENCO hours to support additional need.	Speech and language link interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. EEF evidence suggests that Oral Language interventions are potentially a high impact strategy Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,4
Speech and Language Link subscription to allow for assessment and delivery of Speech and Language interventions	EEF evidence suggests that Oral Language interventions are potentially a high impact strategy Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,
Subscription to Widget – communication support for identified pupils	Communication is key to building relationships and learning.	1,3,4
Part time teaching assistant to support structured interventions teaching and learning of pupils.	Early identification and in class support for children with PP.	1,3,4,5

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

Budgeted cost: £61,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an Assistant Headteacher /Pastoral lead member of staff to work with families around attendance, and children with	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. In our experience, this is a common barrier to learning for many of our disadvantaged children.	2,3,4

social/emotional needs	School attendance is vital for children to access education.	
Purchasing enrichment resources to promote personal skills	Promoting personal skills and character development will help raise aspirations and self-belief by engaging children in new experiences	3,4
Paid for provision of Breakfast and After-School wraparound care, including food and staffing.	Ensuring adequate nutrition before, during and after school ensures that children are properly fuelled to learn. We have found that there is also a positive impact on wellbeing and attendance where children access wraparound care.	2,3,4
Funding for extra-curricular activities and experiences	Extra-curricular activities and off-site experiences broaden children's understanding of the world and strengthens 'cultural capital', allowing a wider pool of experiences to link learning to.	2,3,4
Resources to allow play therapy provision	Supporting the emotional and well-being needs of pupils should put them in a better position to be learning.	3,4
Subscription to The Good Morning Club	Supporting the teaching and learning of emotional regulation. Providing CPD opportunities for staff and resources for use with children to support readiness for learning.	2,3,4
Involvement with Nurture UK	The EEF Toolkit and Nurture Groups nurtureuk	2,3,4
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 quickly to needs that have not yet been identified.	

Total budgeted cost: £137,518

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Assessment outcomes for 2024/25 suggested that the performance of many of our disadvantaged children was below the nationally expected standard.

Speech and language needs are emerging as a significant barrier for children in school. While some funding has been spent on resources to assess speech and language needs and provide interventions, staffing levels and organisation in the school have meant that these interventions have not always been consistent, which have impacted on their potential effectiveness.

Some of the strategies put in place, such as the implementation of a DfE approved systematic synthetic phonics programme, did appear to have had a positive impact, but additional training and resources can improve this further.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around formative assessment strategies in class and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.