

# Pupil premium strategy statement – [Ellington Primary School]

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	198
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	18.11.24
Date on which it will be reviewed	November 2025 and new three-year statement published.
Statement authorised by	Kevin Hodgson
Pupil premium lead	Dan McConville
Governor / Trustee lead	Louise Welsh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,990
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	£51,990

## Part A: Pupil premium strategy plan

### Statement of intent

Ellington Primary School is a vibrant, happy, creative and inclusive school with are motto of 'Believe and Achieve' at the heart of everything that we do. The school had a full inspection in July 2024 and was judged to be good. The school also had an inspection visit in July 2024 where the school was judged as continuing to be good. The school has been consistently successful and popular with a strong reputation for many years. Ellington is a one-form entry 3-11 age school. There are approximately 198 children on roll, however this number will increase during the academic year as new children are admitted to our Nursery. Ellington is a small village in the civil parish of Ellington and Linton, on the coast of Northumberland. Ellington was the site of the last remaining operational deep coal mine in North East England. Approximately 60% of the school population live within Ellington, with 40% coming from surrounding villages and towns due to the school's good reputation.

The number of pupils with learning difficulties and/or disabilities is slightly below the National Average with 16.2% (32 children) on the SEND register and 3 of those children have an Educational Health Care Plan (EHCP). We are currently in the process of applying for additional EHCPs for a small number of pupils. The proportion of pupils eligible for Free School Meals is 11.6% (23 children) with 13.1% of pupils (26 children) falling into the Pupil Premium category.

A new headteacher was appointed in September 2021 and a new senior leadership team has been developed with the external appointments of two new assistant headteachers in September 2022 and September 2024. In addition, a new Early Years Lead started at the school in November 2023. Furthermore, the school have had new English, Maths, Science and Curriculum Leads have been appointed to ensure that the progress across all subjects is at least in line with national averages when historically this has not been the case. All subject leads have also received training and monitoring on effective leadership of a subject. The Covid-19 pandemic has had a significant impact on the progress of children at Ellington with substantial gaps in knowledge apparent. A new curriculum has been carefully designed by senior leaders to ensure clear progression of skills and knowledge across the whole school. The new senior leadership team also includes a SENDCO who has over 20 years' experience of the school, its pupils, families and the local community between them. The positive impact of the changes that have been made over the past three years have been reinforced by the Inspection Visit in July 2024.

The school has key drivers of Independent Thinking, Aspiration and Wider World. The large majority of the school is White British so we feel it is vital to celebrate differences through our work on the wider world to ensure children have exposure to this and reinforce the key British Value of mutual respect and tolerance of different faith and

beliefs. The school has an embedded set of values that we want all our children to display. These include teamwork, honesty and resilience.

Since converting to a primary school in 2016, the school has suffered with many children leaving at the end of Year 4 to attend a middle school in Morpeth. The school have then admitted children into Years 5 and 6 from other neighbouring schools. This undoubtedly affects the attainment at the end of Key Stage Two.

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 our overarching school priority to raise attainment for all pupils by ensuring an outstanding curriculum, quality first teaching and effective intervention to close gaps.

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.

## Challenges

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

Challenge number	Detail of challenge
1	The need for a rise in attainment for all children brought about by quality first teaching and redeveloping the curriculum offer for all subjects with a particular focus on disadvantaged children including those with Special Educational Needs and those that receive PP funding.
2	Need for improved provision in class for children with Special Educational Needs to ensure they achieve their full potential. The school wants to improve the graduated response pathway to ensure all children with SEN receive the support required from external agencies and receive the correct levels of funding.
3	Need for early identification of children falling behind their peers and then effective use of interventions run by teachers and Teaching Assistant's to help close gaps between children working below there ARE and their peers (particularly focusing on SEN and PP children).
4	Children with an increased need for support with mental health and emotional wellbeing particularly after the pandemic.

5	Need to increase attendance particularly for children that are persistent non- attenders. PP children at the school have been identified as more likely to have lower levels of attendance.
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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. A rise in attainment for all children including disadvantaged pupils (PP and SEN) brought about by an improvement in quality first teaching.	<p>A redeveloped and embedded curriculum ensuring clear progression in skills and knowledge across all subjects.</p> <p>Staff to be provided with appropriate CPD leading to an increase in teacher subject knowledge resulting in an increased quality of teaching and increased levels of progress and attainment.</p> <p>Furthermore, we want to improve our early identification of children with Special Educational Needs and ensure the graduated response leads to expert advice as quickly as possible to ensure the children reach their potential.</p>
2. Children with Special Education Needs to achieve their full potential. Children with additional needs have effective adaptations put in place to support their learning and support plans are fully implemented at all times. School to effectively follow the graduated response pathway to ensure all children that require support from outside agencies receive it in a timely manner and additional funding is received where appropriate.	<p>Staff are to create well written, appropriate Special Educational Needs plans that are used as working documents in the classroom.</p> <p>Staff to ensure that all plans are fully implemented at all times.</p> <p>All subject monitoring to ensure that standards for SEN children are high and offer advice to staff when required.</p> <p>School to follow the graduated response to ensure referrals to outside agencies are made when required in a timely manner and children that require it receive additional funding through Education Health Care Plans.</p>
3. Ability for teachers and SLT to identify children falling below ARE earlier in terms of both substantive and disciplinary knowledge and then putting in place effective evidenced based interventions to catch these children up.	<p>The implementation and embedding of new formative and summative assessment processes across all subjects. The school will also introduce a tracking system that provides easily accessible, quantitative data on children to identify those children that are falling below ARE along with providing the ability for subject leads to compare key groups of children for example boys and girls, PP and Non-PP.</p>
4. Improved health and relationships education along with increased support for children's mental health and emotional wellbeing.	<p>New RSE curriculum purchased and rolled out to all staff from Kapow Primary now focusing on embedding this across school.</p> <p>Training for SENCO and Senior Mental Health Lead to provide additional support for children when required.</p> <p>A member of the support staff trained in bereavement counselling.</p> <p>The introduction of a School Nurse Service (My</p>

	School Health) to provide expert mental health support weekly to key children through a variety of pathways including Anxiety, Anger Management and Building Friendships.
5. Increased average attendance for the school and a decrease in the percentage of persistent non-attenders including PP children.	<p>New reward-based system for class with highest weekly attendance. Termly rewards and incentives introduced.</p> <p>New EWO to support Headteacher and SLT with improving attendance of persistent non-attenders.</p> <p>Introduction of fines for poor attendance in line with Local Authority Guidance.</p>

## 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: £25,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School RWI training for all teachers and Teaching Assistants and access to the portal for additional CPD.	<p><b>Systematic instruction using a synthetic phonics approach has been shown to be a valid evidence-based practice</b> to improve reading skills in students with and without disabilities (National Reading Panel, 2000).  <a href="https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Phonics1.docx">https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Phonics1.docx</a></p> <p>The school has invested heavily in using the RWI synthetic phonics approach. The EEF published in October 2022 that a previous trial involving 10 schools found a <b>positive impact on pupil's equivalent to three additional months' progress in reading, on average</b>. In addition, the most recent trial found some evidence that pupils eligible for free school meals <b>may have particularly benefited from the programme, making an average of 3 months' additional progress in reading compared to 1 month additional progress for Non-FSM pupils</b>.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=This%20previous%20trial%20involved%2010,by%20primary%20schools%20in%20England">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=This%20previous%20trial%20involved%2010,by%20primary%20schools%20in%20England</a>.</p> <p>This year, we have seconded an Assistant Headteacher from a local school to cover the maternity leave of our English lead. Previous to the start of the secondment, Miss Pink was Reading Lead at both Bothal and Central Primary Schools. Here she monitored standards of phonics teaching across both schools working with many members of staff to raise standards of phonics teaching.</p> <p>Miss Pink will work with the SLT to help provide all staff delivering phonics with weekly training sessions that are targeted on areas of practice to develop.</p>	1, 2, 3

	<p>Miss Pink will also oversee the use of RWI phonics assessments to ensure all children are in appropriate phonics groups and will identify key children that require further intervention for phonics.</p> <p>As a school we want to ensure the percentage of children that reach the threshold at the end of Year 1 phonics check continues to be better than national percentages.</p>	
Additional Resources to support delivery of RWI Phonics	Additional books will be purchased to ensure all children have access to a closely matched phonological reader at home. This will help to increase the level of progress they make by practicing reading the same sounds at home that they have been learning in school.	1,2, 3
Embedding of Big Maths Scheme of Work across school.	<p>Ellington introduced the Big Maths Scheme of Work in September 2023. All staff received CPD on how to use the scheme to plan and resource lessons and this was monitored by the subject lead to advice and feedback as well as providing further CPD opportunities when provided.</p> <p>The Subject Lead completed Team Teaching opportunities with all staff from Years1 to 6 to help raise standards in the teaching of core maths skills. These same opportunities will be provided to new staff in the current academic year.</p> <p>Big Maths also comes with a suite of assessment materials to help identify key gaps for individual children as well as providing intervention materials to help increase progress and close gaps for key children including those with SEND.</p>	1, 2, 3
Purchase of an effective tracking software to monitor pupil attainment and identify children requiring intervention.	Purchase of Insight tracking software for academic year 2022-2023. All teaching staff will be given CPD on how to utilise the software to effectively identify children falling below the ARE. The software will utilise both formative and summative assessment work completed by teachers to help identify which children require evidenced based interventions.	1,2,3
Purchase and roll out of a new PSHE programme.	Improved PSHE education by the purchase of a new RSE and PSHE curriculum from Kapow Primary. All year groups have units of work on five key areas. These include Families and Relationships, Health and Wellbeing, safety and changing body, citizenship and economic wellbeing. The units on health and wellbeing, and Families and Relationships have particular importance for improving and maintaining children mental health and social and emotional wellbeing. Children learn strategies for dealing with difficulties, managing emotions and how to ask for support when needed. This should in turn also help to improve attendance (see below).	4,5
Further develop cultural capital offer at the school	<p><a href="https://thirdspacelearning.com/blog/pupil-premium/#9-pupil-premium-and-cultural-capital-">https://thirdspacelearning.com/blog/pupil-premium/#9-pupil-premium-and-cultural-capital-</a></p> <p>Improving the delivery of non-core subjects helps to close the gap between disadvantaged children. Quality first teaching has the greatest impact on children's progress. By further developing our curriculum, we will equip children with the cultural capital they need to succeed.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The school has written curriculum enrichment maps for each year group to ensure that all children are provided with enrichment opportunities linked to visits and visitors, environmental focus, diversity and safeguarding. There has been a link found between increasing a child's cultural capital and also increasing attainment.</p>	1,2
Employ additional Teaching	<i>Teaching assistants (TAs) play an integral role in the daily workings of a school. They are crucial sources of support for teachers and learners alike, but the evidence around their impact on pupil attainment is undoubtedly</i>	1, 2, 3

<p>Assistants and provide quality training</p>	<p><i>mixed.</i></p> <p>Improve the impact made by teaching assistants across the school. All teaching assistants now take ownership of a particular form of intervention that they complete across school e.g. RWI phonics, Speech and Language, Maths etc. This specialization in the delivery of interventions should mean that the standard of interventions increases to help children catch up should be maximised. TAs are now completing yearly performance management cycles to help ensure they receive additional CPD that they feel would be beneficial in completing their role.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence">https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for TAs to provide effective evidenced based interventions.</p>	<p>EEF evidence that TAs delivering structured evidenced based interventions have bigger impact than supporting children in the classroom. TAs will often be working with disadvantaged children including those with SEND and potentially children that receive PP funding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,2,3</p>
<p>Teaching Assistant to be trained and deliver work with children that have been recently bereaved and other mental health support interventions including drawing and talking.</p>	<p>A number of children including some that are also Pupil Premium have been bereaved during or since the end of the pandemic. To provide additional support to help children with their mental health, we are looking to find training for a Teaching Assistant in supporting bereaved children. In addition, we are looking to train a Teaching Assistant in drawing and talking therapy to support children that require support with their mental health.</p> <p>Drawing and Talking Therapy is 'the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies'. <a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>4, 5</p>
<p>Additional tutoring for</p>	<p>Children identified via Pupil Progress meetings will have one to one or small group, focused interventions/tutoring with specialist teachers to</p>	<p>1,3</p>



targeted PP pupils to help close the attainment gap delivered by SLT	close the attainment gaps which were hugely impacted during the Covid Pandemic. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve support for children's social and emotional learning. Introduction of new Health and Relationships curriculum through Kapow Primary.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,4
Children with specific behavioural, S&E and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given: <ul style="list-style-type: none"> <li>• Sports Provision (clubs, sports leaders)</li> <li>• Behaviour treat/reward</li> <li>• Social and emotional intervention groups.</li> <li>• Sports provision</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Emotional learning +12 months (EEFToolkit)</li> <li>• Behaviour interventions +12 months (EEF Toolkit)</li> <li>• Sports Participation +6 months (EEF Toolkit)</li> <li>• Outdoor adventure learning +12 months (EEFToolkit)</li> </ul>	3, 4
Introduction of My School Health Service.	We will utilise a private school nurse service to support key children with their mental health. This includes delivering one to one sessions with children suffering with anxiety, whether that be social anxiety or anxiety relating to education. The service can also support at home with families that have children that are school refusers or are persistent non-attenders	2, 4 and 5

	<p>by helping to unpick the barriers these children have in attending school. The service can also support parents with behaviour strategies including the use of boundaries if required. The service can also provide support to families that are requiring the Early Help Service or the Attendance Service.</p> <p>The school nurse is to help complete paperwork as part of the graduated response in situations where children need the support of outside agencies including CYPs and in the event of applications for additional funding for children with Special Educational Needs (EHCP funding).</p> <ul style="list-style-type: none"> <li>• The school nurse will also support key children in terms of friendships with Lego Club to help encourage attainment by ensuring all pupils have close friendships to encourage attainment.</li> </ul>	
Pupil Premium Children offered free after school clubs	PP children are targeted to attend after school club sessions run by members of the teaching staff. This is to help motivate children to attend school and look forward to coming. PP children are guaranteed a place in the club and families do not need to contribute to the cost of running the club.	1, 4, 5
Key disadvantaged children offered a free place at breakfast club and after school club.	Key children that require additional support at home for example because they are a young carer are offered a free place at breakfast club to provide them with an opportunity for respite. This is to help support their mental health if they are anxious about their homelife. It is also used as a motivator for any children that are persistent non-attenders or school refusers.	1, 4, 5

**Total budgeted cost: £51,990**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 1. Reception

<u>Early Learning Goal (ELG)</u>	<u>% of Non-PP children meeting the ELG (15 children)</u>	<u>% of PP Children meeting the ELG (4 children).</u>
<u>Reading</u>	100%	100%
<u>Writing</u>	73%	75%
<u>Maths</u>	87%	75%

Due to excellent teaching and learning, our GLD is 74% in EYFS. This is a fantastic achievement given the introduction of a new EYFS lead and a new EYFS curriculum. This further builds on above national average attainment in previous years. There is no gap between PP and Non-PP in Reading. PP and Non-PP children attainment in writing is in line. Non-PP performing slightly better than PP in Maths, but this difference is not significant considering there are only 4 PP children in the class so the each child is worth 25%.

#### 2. Year 1 Phonics Screener Check

93% of all children in Year 1 achieved the pass mark at the end of Year 1 phonics check with an average score of 35. This is higher than the national average of an 80% pass rate. Last year 100% of pupils reached the pass mark by the end of Year 2 so any children that did not reach the pass mark at the end of Year 1 in 2022-2023, did so in the Summer Term 2024. 100% of PP pupils passed the phonics check at the end of Year 1 (6 pupils) so they slightly outperformed the Non-PP children.

#### 3. Key Stage 1 Attainment Data 2023-2024 (Optional SATs)

<u>Subject</u>	<u>Percentage of PP children working below ARE</u>	<u>Percentage of PP children working at ARE</u>	<u>Percentage of PP children working above ARE</u>
<u>Reading</u>	50%	50%	0%
<u>Writing</u>	50%	50%	0%
<u>Maths</u>	50%	50%	0%

No comparisons can be made between PP and Non-PP pupils in the end of KS1 assessments as there were only two PP pupils in the year group. One did not attend school due to EBSA. This pupil has now left the school.

#### 4. Multiplication Tables Check

4 out of 5 PP pupils recorded a score of between 22 and 25 on the MTC check in June. One Child scored below a 'good' score of 20. The class on average recorded a score of 23.1 which is above the National average of 20.6. 50% of the class achieved full marks which is above the national average of 34%.

5. Key Stage 2 Attainment Data 2023-2024

<u>Subject</u>	<u>Percentage of PP children working below ARE</u>	<u>Percentage of PP children working at ARE</u>	<u>Percentage of PP children working above ARE</u>
<u>Reading</u>	25%	50%	25%
<u>Writing</u>	50%	50%	0%
<u>Maths</u>	50%	50%	0%

There were 8 PP children in the 2023-2024 cohort. Looking at Reading, the percentage of PP children working below ARE is less than Non-FSM children (38%). There is also a higher percentage of PP children working above ARE (25% compared to 5%).

Writing has been an area for development for the school over the previous two years. This year, we obtained our best writing attainment since converting to a Primary School. 83% of children achieved the expected standard and 21% achieved Greater depth. This was following a local authority moderation and is testimony to the excellent teaching and learning of English. The percentage of PP children working at ARE is above that of Non-FSM pupils, the percentage of PP children working above ARE is below that of Non-PP pupils.

In Maths, the percentage of PP children working at ARE and above ARE is in-line with Non-PP pupils.

## 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.

<b>Programme</b>	<b>Provider</b>
Read Write Inc. Phonics Programme	Read Write Inc.
Read Write Inc. Spellings Programme	Read Write Inc.
Big Maths	Andrell Education
Drawing and Talking	Drawing and Talking LTD.
Lego Therapy	My School Health
Anxiety Pathway Counselling	My School Health

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.