

Pupil premium strategy statement [*Ellington Primary School*]- Autumn 2025 until Autumn 2028

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 (Reception to Year 6)	176
Proportion (%) of pupil premium eligible pupils	13.6%
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)	Academic Year 2025–2026 until Academic Year 2028-2029 (3 Year Plan)
Date this statement was published	11 th December 2025
Date on which it will be reviewed	December 2026
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	£36,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,360

Part A: Pupil premium strategy plan

Statement of intent

Ellington Primary School is committed to ensuring that all pupils, regardless of background or barriers to learning, achieve their full potential. Our strategy is rooted in our values of teamwork, honesty, resilience, respect, happiness, and pride. We aim to close attainment gaps for disadvantaged pupils, including those with SEND, through high-quality teaching, targeted interventions, and a culture of inclusion. Our approach is informed by the latest research (EEF, DfE) and aligns with our School Development and SEND Action Plans.

Ultimate objectives:

- Raise attainment for disadvantaged pupils, including those with SEND and those eligible for Pupil Premium funding.
- Become a more inclusive school, systematically removing barriers to learning for all pupils.
- Improve maths attainment for all pupils including by increasing the percentage of children working above the age related standard.
- Ensure all pupils benefit from a broad, ambitious curriculum and high-quality pastoral care.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps for disadvantaged pupils, especially in maths and writing.
2	Inconsistent implementation of SEND support and monitoring across the school.
3	Barriers to inclusion, including Social, Emotional, and Mental Health needs.
4	Persistent absence among disadvantaged pupils.
5	Early identification and intervention for pupils falling behind ARE (age-related expectations).

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 attainment for disadvantaged pupils (PP and SEND) in reading, writing, and maths.	Disadvantaged pupils' attainment matches or exceeds national averages; gaps narrow year-on-year.
Consistent, high-quality SEND provision and monitoring.	All SEND support plans are live, regularly reviewed, and fully implemented; SEND pupils make outstanding progress.
Increased inclusion and reduced barriers to learning.	Inclusive practice evident; adaptive practices observed during monitoring; positive pupil/parent feedback.
Improved attendance data for all pupils including those that are disadvantaged pupils.	Better than National expectations for attendance for all pupils including disadvantaged pupils (over 96%).
Improved maths attainment for all pupils including disadvantaged pupils.	Maths attainment at expected and greater depth matches/exceeds national averages including for disadvantaged pupils.

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: £18,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on adaptive teaching and inclusion, led by SEN advisor (Gail Van Schalwyk, half-termly)	EEF: High-quality teaching has the greatest impact on disadvantaged pupils; SEND Code of Practice. Northumberland County Council Readily Available Provision.	1, 2, 3, 4

	EEF: Special Educational Needs in Maintained Schools.	
Continue to embed Big Maths curriculum including targeted CPD for all staff.	EEF: Mastery approaches in maths; Ofsted research review on Maths. Ofsted report 2024: 'Strong maths teaching'.	1, 4
Introduction of Winning With Numbers programme for the teaching of core maths content.	Research-backed, systematic approach to number fluency and calculation.	1, 4
Ongoing training for TAs in evidence-based interventions	EEF: Maximising the impact of TAs.	1, 2, 3
Introduction of StepLab to support with the coaching and mentoring of all teaching staff including Early Career Teachers.	DfE: Effective professional development. Early Career Framework: 2024	1, 2

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

Budgeted cost: £9,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification and intervention for pupils below ARE using a variety of assessments including summative assessments including SATs and formative teacher judgments.	EEF: Early intervention; Ofsted: Effective assessment	1, 2, 5
Newly introduced programme Winning With Numbers used for targeted interventions for Maths. These interventions will also support the writing of SEND targets for Maths.	Research-backed, systematic approach to closing gaps in number fluency and calculation.	1, 4

Structured interventions for maths, reading, writing and speech and language (delivered by specialist Teaching Assistants)	EEF: Small group and 1:1 tuition.	1, 4
SEN advisor to provide advice to staff on the graduated response to support complex cases and to develop all staff when working with children with SEND.	SEND Action Plan; Ofsted recommendation on report 2024.	2, 3

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

Budgeted cost: £9,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and wellbeing interventions (Drawing & Talking, Lego Therapy, School Nurse service)	EEF: Social & emotional learning; Ofsted: Pastoral care. Research on school-based mental health interventions; positive feedback from pupils and staff	3, 4
Improving attendance rewards and targeted support for persistent absentees including through Early Help.	DfE: Improving school attendance NSPCC: Early Help and Early Intervention	4
Subsidised access to enrichment activities and free access to after school clubs for PP pupils.	EEF: Extending school time; Ofsted: Personal development.	3,4
Parent/carers engagement initiatives including workshops on SATs, supporting children with reading and times tables.	EEF: Parental engagement	3, 4

Total budgeted cost: £36,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Contextual Profile of Disadvantaged Pupils 2024-2025

FSM6 eligibility: 16.8% (below local average ~30%).

SEND support: 15.8% (close to average, but below local ~20%).

EHC plans: 1.4% (below local ~3–4%).

EAL: <1% (well below local and national averages).

Children in Need (CIN): 2.3% (close to average, but below local ~4–5%).

Stability: 86% (above average, indicating relatively low pupil mobility).

Deprivation indicators: Close to average overall, but school location deprivation is above average.

Commentary

This profile shows that Ellington has a smaller proportion of children that receive PP funding including Free School Meals and pupils that have English as an Additional Language compared to the local area, but our disadvantaged pupils face barriers linked to SEND needs as well as their being some location-based deprivation. The relatively high stability of the pupil population supports consistent intervention, but deprivation in the local area highlights the importance of targeted support for disadvantaged families.

Attendance Outcomes for Disadvantaged Pupils

Attendance – 2024/25

<u>Group</u>	<u>School Attendance</u>	<u>National Attendance</u>	<u>Commentary</u>
All pupils	96.0%	94.9%	Above national; strong improvement trend compared to previous years.
Disadvantaged (FSM6)	95.2%	92.6%	Above national; clear recovery from 2023/24 dip (90.6%).
SEND pupils	94.9%	92.5%	Above national; notable improvement from 2023/24 (91.0%).

Persistent Absence – 2024/25

<u>Group</u>	<u>School Persistent Absence</u>	<u>National Persistent Absence</u>	<u>Commentary</u>
All pupils	9.3%	14.3%	Well below national; sustained improvement from 2022/23 (14.1%).
Disadvantaged (FSM6)	19.2%	24.4%	Below national; clear recovery from 2022/23 (29.6%).
SEND pupils	12.0%	22.6%	Significantly below national; improved from 20.0% in 2023/24.

Commentary

Whole-school attendance was **96.0%**, above the national figure of 94.9%, showing a strong improvement trend.

Persistent absence for all pupils was **9.3%**, well below the national average of 14.3%, sustaining gains from the previous year.

Disadvantaged pupils (FSM6) achieved **95.2% attendance**, outperforming national (92.6%), with persistent absence reduced to **19.2%** compared to 24.4% nationally.

SEND pupils recorded **94.9% attendance** and **12.0% persistent absence**, both significantly better than national averages (92.5% and 22.6% respectively).

These outcomes demonstrate that attendance is now a relative strength across the school, with disadvantaged and SEND pupils attending more regularly than national comparators.

Sustaining these improvements remains a priority, as strong attendance underpins attainment, progress, and wellbeing.

EYFS 2025 – GLD, Literacy & Mathematics

Area	School %	National %	Commentary
Good Level of Development (GLD)	75%	67.7	Above national; strong overall early attainment.
Comprehension	89%	80.1	Secure understanding of texts; well above national.
Word Reading	89%	76.2	Strong decoding skills; significantly above national.
Writing	79%	71.4	Above national, though relatively weaker than other literacy strands.

Number	82%	78.7	Above national; solid early number knowledge.
Numerical Patterns	93%	78.2	Clear strength; well above national averages.

EYFS 2025 Commentary

75% of pupils achieved a Good Level of Development (GLD), above the national average of 67.7%, demonstrating strong overall early attainment.

Literacy outcomes were above national across all strands: comprehension (89% vs 80.1%) and word reading (89% vs 76.2%) were particular strengths, while writing (79% vs 71.4%) was above national but remains a relative area to monitor.

Mathematics outcomes were strong: number (82% vs 78.7%) exceeded national, and numerical patterns (93% vs 78.2%) were a clear strength, highlighting secure early mathematical understanding.

Personal, social and emotional development, physical development, and expressive arts were all significantly above national, with several strands at 100% expected, showing breadth of strength across the EYFS curriculum.

Of the five Reception pupils receiving Pupil Premium Funding, four achieved expected in all areas and secured a Good Level of Development, while the fifth pupil reached expected in 10 of the 17 areas but did not achieve GLD. This demonstrates strong outcomes for disadvantaged pupils overall, with one child requiring continued support to close gaps.

These results provide a secure foundation for progression into Year 1, with strengths in early reading and mathematics underpinning future attainment.

Year 1 Phonics Screening Check

Year	Cohort	School Outcome	National Outcome	Banding	Trend
2025	19	100%	80%	Above (sig+)	No sig change
2024	29	93%	80%	Above (non-sig)	No sig change
2023	23	87%	79%	Above (non-sig)	Not available
3-year	71	93%	80%	Above (sig+)	Not applicable

Commentary

In 2025, **100% of pupils passed the Phonics Screening Check**, significantly above the national average of 80%.

All three pupils that received Pupil Premium Funding in Year 1 passed the Phonics Screening Check. None of the Year 2 children that passed the Phonics Check in 2025 received Pupil Premium Funding.

Outcomes have been consistently strong over three years, with the school average at **93%**, well above national (80%).

Performance improved year-on-year, rising from 87% in 2023 to 93% in 2024, and culminating in a perfect pass rate in 2025.

These results highlight phonics as a **clear strength**, reflecting the impact of systematic teaching approaches such as Read Write Inc.

Sustaining this level of performance will be key to ensuring continued success in early reading and progression into KS1 literacy.

Year 4 Multiplication Tables Check

Year	Cohort	School Average Score	National Average Score	Banding	Trend
2025	29	21.9	21.0	Above	No sig change
2024	26	23.1	20.6	Above (sig+)	No sig change
2023	21	21.4	20.2	Close to average	No sig change
3-year	–	22.1	20.6	Above	Not applicable

Commentary

In 2025, pupils achieved an **average score of 21.9**, above the national average of 21.0.

Of the 5 pupils that receive Pupil Premium in the 2025 cohort, 3 scored a 'good score' of 22 or above with one child scoring full marks. The two children that did not score a 'good score' were also on the SEND register.

Outcomes in 2024 were particularly strong (23.1 vs 20.6), while 2023 was closer to national figures (21.4 vs 20.2).

Across the three-year period, the school's average score of **22.1** has consistently exceeded national (20.6), showing sustained strength in multiplication fluency.

This measure highlights multiplication as a relative strength, supporting KS2 maths attainment and reflecting the impact of programmes such as Big Maths and Times Table Rockstars.

Key Stage 2 Attainment

KS2 Reading – Expected Standard (EXS+)

Year	Cohort	School %	National %	Banding	Trend	Context
2025	18	89%	75%	Above (non-sig)	No sig change	High SEN
2024	29	86%	74%	Above (non-sig)	No sig change	–
2023	22	82%	73%	Above (non-sig)	Not available	–
3-year	69	86%	74%	Above (sig+)	Not applicable	–

Disadvantaged Pupils – Reading EXS+

Year	Cohort	School %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs Non-Disadvantaged	Context
2025	4	100%	63%	81%	19 (suppressed)	High SEN
2024	7	86%	62%	80%	6 (suppressed)	–
2023	4	100%	60%	78%	22 (positive gap)	–
3-year	15	93%	62%	80%	14	

Commentary

In 2025, **89% of pupils achieved the expected standard in Reading**, above the national average of 75%.

Over three years, the school's Reading outcomes have been consistently strong, averaging **86% vs 74% nationally**.

Disadvantaged pupils performed exceptionally well: in 2025, **100% achieved EXS+**, compared to 63% nationally for disadvantaged pupils and 81% for non-disadvantaged.

This represents a **positive gap**, with disadvantaged pupils outperforming both national disadvantaged and non-disadvantaged comparators.

Outcomes demonstrate Reading as a **clear strength**, with provision effectively supporting disadvantaged pupils and those with high SEN needs.

Sustaining this performance remains a priority, ensuring continued stretch for higher-attaining pupils and targeted support for those at risk of falling below EXS+.

KS2 Writing – Expected Standard (EXS+)

Year	Cohort	School %	National %	Banding	Trend	Context
2025	18	78%	72%	Close to average (non-sig)	No sig change	High SEN
2024	29	83%	72%	Above (non-sig)	No sig change	–
2023	22	64%	71%	Below (non-sig)	Not available	–
3-year	69	75%	72%	Close to average (non-sig)	Not applicable	–

Disadvantaged Pupils – Writing EXS+

Year	Cohort	School %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs Non-Disadvantaged	Context
2025	4	100%	59%	78%	22 (suppressed)	High SEN
2024	7	71%	58%	78%	-6 (suppressed)	–
2023	4	100%	58%	77%	23 (positive gap)	–
3-year	15	87%	59%	78%	9	

Commentary

In 2025, 78% of pupils achieved the expected standard in Writing, slightly above the national average of 72% and broadly in line with national performance.

Over three years, Writing outcomes have averaged 75% vs 72% nationally, placing the school close to national figures overall.

The 2023 cohort was weaker (64% vs 71%), but outcomes improved in 2024 (83%) and remained secure in 2025 (78%), showing recovery and stability.

Disadvantaged pupils performed exceptionally well: in 2025, 100% achieved EXS+, compared to 59% nationally for disadvantaged pupils and 78% for non-disadvantaged.

This represents a positive gap, with disadvantaged pupils outperforming both national comparators.

Writing remains a relative priority compared to Reading, but outcomes demonstrate effective provision, particularly for disadvantaged pupils, with strong evidence of equity and impact.

KS2 Mathematics – Expected Standard (EXS+)

Year	Cohort	School %	National %	Banding	Trend	Context
2025	18	78%	74%	Close to average (non-sig)	No sig change	High SEN
2024	29	79%	73%	Close to average (non-sig)	No sig change	–
2023	22	82%	73%	Above (non-sig)	Not available	–
3-year	69	80%	73%	Above (non-sig)	Not applicable	–

Disadvantaged Pupils – Mathematics EXS+

Year	Cohort	School %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs Non-Disadvantaged	Context
2025	4	100%	61%	80%	20 (suppressed)	High SEN
2024	7	71%	59%	79%	-8 (suppressed)	–
2023	4	100%	59%	79%	21 (positive gap)	–
3-year	15	87%	60%	80%	7	

Commentary

In 2025, 78% of pupils achieved the expected standard in Mathematics, broadly in line with the national average of 74%.

Over three years, the school's Maths outcomes have averaged 80% vs 73% nationally, consistently above national benchmarks.

The 2023 cohort was particularly strong (82%), while 2024 and 2025 outcomes were closer to national averages, reflecting the impact of high SEN needs in the most recent cohort.

Disadvantaged pupils performed exceptionally well in 2025: 100% achieved EXS+, compared to 61% nationally for disadvantaged pupils and 80% for non-disadvantaged.

This represents a positive gap, with disadvantaged pupils outperforming both national comparators.

Overall, Mathematics remains a secure area of attainment, with disadvantaged outcomes a notable strength. Sustaining this performance while ensuring stretch for higher-attaining pupils will be a key priority.

KS2 GPS – Expected Standard (EXS+)

Year	Cohort	School %	National %	Banding	Trend	Context
2025	18	89%	73%	Above (non-sig)	No sig change	High SEN
2024	29	90%	72%	Above (sig+)	No sig change	–
2023	22	82%	72%	Above (non-sig)	Not available	–
3-year	69	87%	72%	Above (sig+)	Not applicable	–

Disadvantaged Pupils – GPS EXS+

Year	Cohort	School %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs Non-Disadvantaged	Context
2025	4	100%	60%	79%	21 (suppressed)	High SEN
2024	7	100%	59%	78%	22 (suppressed)	–
2023	4	100%	59%	78%	22 (positive gap)	–
3-year	15	100%	59%	78%	22	

Commentary

In 2025, **89% of pupils achieved the expected standard in GPS**, well above the national average of 73%.

Over three years, the school's GPS outcomes have averaged **87% vs 72% nationally**, consistently placing the school significantly above national benchmarks.

The 2024 cohort was particularly strong (90%), while 2023 and 2025 remained securely above national despite high SEN needs in the most recent cohort.

Disadvantaged pupils performed exceptionally well: in 2025, **100% achieved EXS+**, compared to 60% nationally for disadvantaged pupils and 79% for non-disadvantaged.

This represents a **positive gap**, with disadvantaged pupils outperforming both national comparators across all three years.

GPS is a clear strength for the school, demonstrating effective teaching of grammar, punctuation, and spelling, and strong equity of outcomes for disadvantaged pupils.

Summary

Across the school, outcomes are consistently **above or in line with national averages**, with **disadvantaged pupils performing exceptionally well** — often outperforming both national disadvantaged and non-disadvantaged groups. EYFS, Reading, and GPS are clear strengths, while Writing and Maths remain secure but require continued focus to sustain improvement. Attendance and persistent absence trends will continue to be monitored closely to ensure equity of access and progress for all 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.

Programme	Provider
Winning With Numbers	Harding Education
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
White Rose Education: Science	White Rose Education

Curriculum Planning Schemes for Art and Design, Design Technology, History and Geography.	Kapow
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The funding we received from service pupil premium was combined with the rest of the funding received and was helped to support disadvantaged pupils in line with last years pupil premium strategy.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>See above.</p>

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.