



# Pupil Premium Strategy Statement – Edleston Primary School

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	209
Proportion (%) of pupil premium eligible pupils	30%
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> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Goldsmith
Pupil premium lead	K Goldsmith
Governor / Trustee lead	Joanne Davies/ Cheryl Jackson, Niall MacGregor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£77,980

# Part A: Pupil premium strategy plan

## Statement of intent

At Edleston Primary, all members of staff and governors accept responsibility for all pupils, recognising that a significant number of the school population, including those not eligible for PP funding, may, at any point during their time at school, require additional support and intervention. We believe that a holistic approach to education is essential if we are to succeed in ensuring that all children are valued, respected, and allowed to reach their full potential. We are knowledgeable on the challenges faced by our vulnerable children due to the excellent relationships we have with our families. The strategy also supports children's needs regardless of whether they are disadvantaged or not. The ultimate goals for our children in receipt of pupil premium funding are:

**To continue to ensure the outcomes of pupil premium pupils are in line with their peers throughout school.**

We aim to narrow the learning gap between disadvantaged pupils and non-disadvantaged pupils by creating an environment where all pupils have access to a high standard of quality first teaching, foremost with targeted intervention and strategies implemented to ensure that all pupils have the opportunity to achieve to the best of their ability. We strive for our disadvantaged pupils to reach expected or exceed year group expectations, unless there are specific SEND issues, in which case we aim for those pupils to make good or excellent personalised progress throughout the school year. We place great importance on supporting children's health and well-being to enable them to access learning at an appropriate level.

**To ensure the emotional health and well-being needs of all pupils in receipt of pupil premium funding are met, to ensure they are on track to meet or exceed expected attainment.**

On entering the classroom, children must be ready to learn, but this can only be achieved if the personal, social, emotional and developmental needs of the children are being met. Recent years have seen an increase in both pupils' and adults' mental health and well-being needs. Edleston has therefore implemented Thrive Online and continues to develop ELSA/MELSA strategies and interventions. Our Pastoral Team provide immediate support to our children and liaises with some of our families within our school community to signpost to outside agencies who may be able to offer more specialist support. Our school works closely with the MHST team. In our extended plan, we are continually developing our enrichment opportunities through projects and extracurricular activities

**To ensure the attendance of pupil premium pupils is at least in line with those of their peers.**

Evidence shows that children who attend school regularly learn the best. The attendance of our disadvantaged pupils is occasionally lower than that of pupils who are not disadvantaged. Within our strategy, we will focus on encouraging attendance through meeting well-being needs, establishing relationships with parents and supporting where necessary.

We will constantly monitor the progress of pupils and adapt our strategies to ensure we support all pupils effectively.

## Challenges

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

Challenge number	Detail of challenge
1 Attainment	Attainment on entry is well below the national average in the majority of areas. Despite rapid progress, some children do not achieve ELGs.  Narrowing the gap further in <b>attainment</b> between disadvantaged and non-disadvantaged pupils. In 2025, the <b>attainment</b> made by pupils eligible for PPG funding at KS2 was below that of non-disadvantaged pupils for maths but above for reading and in line for writing. Internal data also indicates that subject gaps differ between year groups; therefore, attainment focus will be more year group specific moving forward
2 Pastoral	Emotional and social issues prevent some children from learning and are the basis for some significant behavioural problems as well as affecting the mental health of some pupils.
3 Attendance	Attendance and punctuality issues need constant challenge to maintain good levels of attendance. Attendance data for disadvantaged pupils in 2023/24 was 93.1% and in 2024-25 was 94.2%. Although this was broadly in line with National figures of 94.8%, it is still below our school target of 96%. Some disadvantaged children are persistently absent and or consistently have poor punctuality. Poor attendance and punctuality affect their learning, as children lack the readiness to learn and these children have gaps in their learning.
4 SEND	Some disadvantaged children have extensive SEND needs and require significant adaptation of their learning to enable them to access the curriculum. A small portion of these are unable to access the main school curriculum, and it is necessary to provide a completely different learning environment.  The Speech, Language and Communication of a large proportion of disadvantaged children is below that of their peers.

## 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
<p><b>Challenge 1 - Attainment</b></p> <p>Rapid progress in EYFS from low starting points</p> <p>Ensuring outcomes for disadvantaged pupils are at least in line with their peers in school across the curriculum through ensuring a broad and balanced curriculum is in place alongside targeted intervention where appropriate.</p>	<p>EYFS data outcomes show very strong progress from starting points.</p> <p>The gap between disadvantaged pupils and their peers will continue to be narrowed at both the expected and higher standards.</p>
<p><b>Challenge 2 - Pastoral</b></p> <p>The social and emotional well-being of disadvantaged pupils will be improved through targeted support and the use of outside agencies.</p>	<p>The self-esteem, emotional balance and resilience of disadvantaged pupils will be raised through consistent pastoral care and guidance. Home-school links will be improved where identified problems occur. A school-based programme to help raise aspirations for our disadvantaged pupils will continue to be embedded.</p>
<p><b>Challenge 3 – Attendance</b></p> <p>To continue to improve the attendance and punctuality of PPG pupils so that it is in line with that of their peers. To reduce the proportion of pupil premium pupils who are persistent absentees</p>	<p>Attendance of PPG pupils will be greater than 96% or at least in line with Non-PPG children.</p>
<p><b>Challenge 4 – SEND</b></p> <p>Pupils with SEND in receipt of PPG funding will have specific learning targets to ensure good progress is made from their starting point. More children will be identified for SALT provision.</p>	<p>SEND pupils will meet or exceed their expected targets, and their progress from the starting point will be good.</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: £ 60,000-cost of staffing plus NFER assessments and Y1 assessments. Staffing covers some of the cost for each TA in each class, plus lead behaviour professional and ELSA TA.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of reading throughout school. This includes: Two development days with RWI Consultant.</p>	<p>EEF toolkit: High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1

<p>Updating of class reading books and library books. Texts to ensure children are accessing diverse, quality texts.</p> <p>Quality cross-curricular texts are purchased to be used to support learning throughout the wider curriculum.</p> <p>School to embed Ready Steady Write in school with access to new online resources.</p> <p>Introduction of Ready Steady Read Together and Ready Steady Spell. Curriculum Leads to develop and refine the wider curriculum.</p> <p>HLTA x 1 and Level 2 teaching TA ANTA x 4</p>	<p>Quality First teaching is the most important tool schools have to improve pupil attainment. Ensuring all teachers are skilled up to deliver high quality lessons will have the greatest impact on outcomes for all pupils, particularly the most disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p>	
<p>Additional teaching support</p> <p>To embed opportunities for retrieval of learning through planning daily learning challenges and a topic enquiry question in the foundation subjects. FS to include key vocabulary in their planning to improve vocabulary</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>High Quality first teaching</p>	1,2,4
<p>Continuation of CPD for all staff on strategies to develop Metacognition &amp; Self-Regulation and SEND. Refining and embedding strategies implemented</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Evidence shows that self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. By developing pupils metacognitive knowledge of how they learn and of themselves as a learner is an effective way of improving pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 4
<p>Introduction of pre-teach from the White Rose Maths scheme</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1734019413">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1734019413</a></p> <p>EEF guidance recommends robust evidence-based intervention. Where possible, pre-teach strategies should be used.</p>	1, 4
<p>Mental Health and Emotional Wellbeing interventions run by the Pastoral Team.</p>	<p>The self-esteem, emotional balance and resilience of disadvantaged pupils will be raised through consistent pastoral care and guidance. Home school links will continue to be improved where</p>	2

Including ELSA/MELSA/Monkey Bob/Thrive Online and the drawing and talking programme.	identified problems occur, particularly with in year pupils admitted. <a href="https://www.elsa-support.co.uk/what-is-elsa-intervention/">https://www.elsa-support.co.uk/what-is-elsa-intervention/</a>	
Purchase of standardised diagnostic NFER assessments. Analysis for gaps based on previous terms test data	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: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a>	1

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

Budgeted cost: £ 12,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of Teaching Assistants to support key children and year groups: Fresh Start – 3 x week Pre-teach maths Funky Fingers SALT	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year	1, 4
1:1 and small group provision for the development of phonics and reading through the RWI and Fresh Start Programmes for disadvantaged falling behind ARE.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.	1 & 4
Embedding principles of good practice set out	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and	3

<p>in the Working together to improve school attendance document</p>	<p>persistent absence. Engage with parents and the Education Welfare Consultant to promote positive attendance.</p>	
<p>Clear and aspirational targets set for SEND pupils regularly. Adequate release time for SENCo to ensure staff are supported in developing inclusive classrooms, enabling SEND pupils to achieve their best  Development and staffing of alternative provision for those children with significant high needs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p>	4
<p>Delivery of WELLCOMM programme and continued training for staff in delivery to ensure the identification of children requiring immediate intervention as well as those who show specific language difficulties.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a> Law and colleagues identified a gradient relationship between the numbers of children with language difficulties and the level of social disadvantage across the distribution. Hence with each increase in the level of disadvantage there is an associated increase in the numbers of children experiencing language difficulties</p>	4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Team within school offer key support for vulnerable children and families in order to facilitate a readiness to learn.</p> <p>The Pastoral Support Team will: Organise bespoke and intensive support for the most vulnerable pupils.</p> <p>Discuss with the attendance team and support any child who has anxiety-based school avoidance.</p> <p>Liaise with external agencies that can provide extra support for vulnerable pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	2,1
<p>School Trips and enrichment</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	

**Total budgeted cost: £77,980**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Pupil Premium Statutory Data 2025:  
GLD: 25% (4 pupils)  
Phonics: 71% (7 pupils)  
KS2: R – 80%, W – 60%, M – 60% (10 pupils)
  - Pastoral Team have supported children through Thrive online, ELSA, MELSA, Drawing & Talking – impacting on behaviour, wellbeing, mental health, social, communication and academic support
  - All our PP children went on their class trips and experienced events in school
  - The Y6 residential was subsidised
  - 2024-25 attendance was 95.9% - National at 95.3% We have continued with the new policy and procedure introduced in 2023-24.

### 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
Read Write Inc Phonics	Ruth Miskin RWI

## Further information (optional)

Children enter Reception with a very low baseline across all areas.  
We do get a number of new starters in year – some of which are new to the country with English as an Additional Lanuguage.