



Pupil premium strategy statement 2025/2026 Elkesley Primary and Nursery 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	102
Proportion (%) of pupil premium eligible pupils	27.5% (28 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2026 Year 3 of Cycle
Date this statement was published	01/12/2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Marsh
Pupil premium lead	C Marsh
Governor lead	B Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420 (2025/2026 allocation £1,515 per eligible pupil)
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>	£42,420

Part A: Pupil premium strategy plan

Statement of intent

At Elkesley Primary and Nursery School, all members of staff and the governing body are committed to meeting our 'disadvantaged' pupil's pastoral, social and academic needs within a caring and nurturing environment. We aim for every child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. Therefore, our intention is that all pupils, irrespective of their background or the challenges they face, achieve in all subject areas; we ensure that we have equal opportunities for all pupils in our school and all children are given the best possible support to make at least good progress.

Quality first teaching is at the heart of our approach, as it is proven to have the greatest impact on closing the attainment gap, and identified children are targeted for additional support. The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for. In addition to gaps in knowledge, other barriers are identified such as social and emotional needs and attendance. Interventions are identified in the form of ELSA, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership.

We understand the needs of our disadvantaged pupils and have constructed a broad curriculum that allows them to succeed and diminishes the difference between them and other pupils. Barriers to accessing enrichment activities - sports, clubs, art and music – are removed and pupils are enabled to take part in educational visits so that they can broaden their life experience and skills and develop a love of lifelong learning.

We consider the best approach to allocate Pupil Premium funding annually following rigorous diagnostic data analysis, careful consideration of the needs of our children and use of the research conducted by the EEF (Education Endowment Fund).

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve well from their starting points
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Note: Key Change from 24/25 plan:

Due to an increase in attendance and Pupil Premium children attending marginally more than non-pupil premium children, this priority has been replaced for 2025/2026; however, this remains a whole-school target and is part of the SIP and will, therefore, continue to be closely monitored.

Monitoring from the English lead has indicated that Oracy and children's repertoire of vocabulary return as a priority.

Challenge number	Detail of challenge
1	Communication and Language Development: Pupils on entry to school show limited vocabulary and communication skills. Observations and discussions with pupils across all key stages indicate under developed oral language skills and vocabulary gaps in disadvantaged children along with other groups.
2	Phonics: A significant number of pupils did not secure the expected level of phonics in 2022. This increased in 2023, 2024 and 2025. Although there is an upward trend, this remains a priority.
3	Core Skills in Reading and Writing: Assessments and observations indicate that, in general, disadvantaged pupils are less fluent than other learners, particularly in fundamental skills of reading and writing.
4	Maths: The maths leads had identified, through data analysis, arithmetic skills, in particular, times tables have an impact on results of disadvantaged children.
5	Enrichment Opportunities: The safeguarding lead has identified that some disadvantaged pupils have a lack of cultural capital through limited experiences (outside of the immediate locality), affecting comprehension skills.
6	Social and Emotional Wellbeing and Mental Health: The safeguarding and wellbeing leads have identified that some disadvantaged pupils have low self-esteem, signs of anxiety and are more withdrawn from learning.
7	Parental Engagement: A lack of parental engagement in learning at home has, in some cases, led to affecting 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, vocabulary and writing among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased attainment of phonics.	Year 1 Phonics data has increased year-on-year. Target: 90% of Year 1 passing the check in 2026; The pass rate for Year 2 children who resit the phonics screening is 100%.
Increased attainment of reading and writing through providing specific, targeted academic support; increase the progress scores for PP children in reading, writing and maths.	Records of intervention and entry/exit data show accelerated progress and that PP pupils made at least good progress from prior attainment points.
Increased the attainment in Maths with a particular focus on core arithmetic and X tables; along with GDS.	Assessments indicate that identified gaps have been closed and target children have progressed within the intervention. As a result, target children are keeping up with age related work.
Improved aspirations and increased engagement in school life through provided enrichment opportunities and new experiences to support learning,	Pupil voice indicates children have taken part in new activities that give new skills or experiences. PP have had the opportunity to learn to play an instrument and develop their talents and interest in music
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils to foster the resilience, self-confidence and perseverance to be life-long learners through emotional support.	Children demonstrate increased confidence and pupil voice indicates positive impact on their experiences and attitude to school. Children accessing ELSA sessions are able to re-engage with the school environment confidently.
Improved parental engagement	Parents' knowledge is improved as to how they can support their children. Positive relationships are fostered between parents and school staff.

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: £2519.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic, oracy and vocabulary activities across the school curriculum. We will purchase resources and fund ongoing teacher training and release time. (CPD £170; vocabulary books £30)</p>	<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. 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 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Purchase additional resources for our validated Systematic Synthetic Phonics programme, Little Wandle, to extend approach to reading for year 2 and 3 pupils. CPD (£34.70) Phonics resources (£250) KS2 Books (£2000)</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending the sound spelling patterns. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>
<p>Switch On Reading – further resources to extend offer:</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured</p>	<p>3</p>

	<p>interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>NumberstacksCPD (£34.70 CPD)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4
<p>MELSA CPD (Funded)</p>	<p>Research from the Teacher Development Trust shows that well-designed CPD can significantly improve teaching practices and student outcomes.</p>	2,3,4

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

Budgeted cost: £28979.50

Delivery of interventions calculated at £17.5 per hour for each member of staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA support Supporting class teacher directly working with PP children or taking class to enable teacher to focus on PP children; Plus targeted TA intervention to focus on: word reading, comprehension skills, core writing skills (including letter formation/handwriting and forming sentences correctly),</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective.</p>	1, 2, 3, 4, 5

<p>core SPaG skills for Key Stage 2, additional support for Spelling and direct small group catch up teaching of arithmetic. (£9213.75 – delivery 2.5 hours maths per week LKS2, 5 hours per week maths KS1, 5 hours a week literacy KS1, 1 hour a week literacy KS2)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (£773 Resources)</p>	<p>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.</p>	<p>2, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will include LittleWandle Keep up for EYFS/KS1 and a phonics intervention for LKS2. (£3,412.5 delivery: 30minutes KS1, 30 minutes EYFS per day)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3</p>
<p>The delivery of the interventions Switch On Reading KS2. (£2047.5 delivery 3 hours per week)</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3</p>

<p>SALT and SALT TA (£1365 delivery Two hours per week; Speech and language therapist funded + £630 time with SALT Specialist and assessments)</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1.</p>
<p>Lexplore Analytics (£450 subscription; £1207.50 delivery one hour per week plus 6 days assessments)</p>	<p>By measuring when, where, and how a student's eyes move in relation to the words they are reading, the assessment quickly analyses their skills across key reading components, determines their attainment, and highlights potential barriers in a matter of minutes. With immediate and fully objective results, we can identify support required for both emerging and fluent readers in their development. Direct, planned intervention is then used to directly support children to enable them to catch up to peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 3</p>
<p>SNIP Spelling Intervention (£1,706.25 delivery 30 minutes per day)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
<p>EYFS interventions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	<p>3</p>

<p>(£1365 delivery 2 hours per week)</p>	<p>attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Times Table Rock Stars and Numbots subscriptions to develop times table skills in KS1 and KS2 and to develop addition skills in KS1. (£210 Subscription, £304 Equipment)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4
<p>Delivery of specific maths interventions which identify and narrow specific gaps in knowledge. X tables intervention (£682.5 delivery 1 hour per week) Numberstacks Intervention (£1365 – delivery 3 hours per week)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4
<p>Engaging with Tutoring Programme ThirdSpace for pupils whose education has been previously impacted by factors such as the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (£2000 Skye System; £200 equipment to facilitate; £2047.5 – delivery 3 hours per week)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind on a one-to-one basis: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Third Space Learning.</p>	4

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

Budgeted cost: £11134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: ensure effective and Up-to-date attendance information is regularly communicated; ensure sanctions are up-to-date and warnings are clear; support all communities with attendance, enrollment and expectations; raise the profile of good attendance.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>Previous Year's Point 1</p>
<p>Whole staff training on behaviour management and anti-bullying approaches; developing a behaviour curriculum and improving school policy with the aim of developing our school ethos and improving behaviour across school. Midday supervisor CPD via Bassetlaw Behaviour partnership)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>6</p>
<p>Access to the ELSA network, time for ELSA delivery and resources required. 30 minutes dinner time supervision for target children. (£2279 staffing; £50 subscription; £100 resources)</p>	<p>Provide opportunity to respond to any additional needs of PP children from external school barriers that may occur throughout the academic year. 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>6</p>

Music Tuition (£1650)	Subsidised music tuition will be provided so that children in receipt of Pupil Premium will be given the opportunity to learn to play an instrument and develop their talents and interest in music. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	5, 6
Funded Milk (£300)		5,6
School Visits and additional visitors into school; including curriculum days and resources to widen experiences. (£5000)	Support the development of pupils and support their academic studies as well ensuring that their social skills, perseverance, independence and teamwork are developed through participation in activities to broaden what might be limited life experiences. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	5,6
Enrichment Activities	Provide additional curriculum enhancement by bringing in subject specialists into the school. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	5,6
Breakfast and After School Clubs discounted rate (£1755; £4.50 per session, per day)	Funding will be used to help children access a range of extra-curricular activities when restrictions allow. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	1, 5,6
Support Parental Engagement	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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.	1,2,3,4,5,6,7

Total budgeted cost: £ 42632.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, the impact of our Pupil Premium strategy was evident across multiple areas of school life.

Academic outcomes for disadvantaged pupils were strong in phonics: 80% of Year 1 pupils passed the check overall, and 100% of PP pupils passed both the Year 1 check and the Year 2 recheck. At KS1, 20% of pupils were working towards expectations, 40% at expectations, and 40% above expectations, with only PP pupils achieving Greater Depth in writing and maths.

KS2 outcomes remain a challenge, as no PP pupils met age-related expectations, reflecting cohort-specific issues.

Attendance for PP pupils was excellent at 96.55%, exceeding the school target and slightly higher than non-PP peers.

Feedback from the parent survey, although based on a small sample (23% of parents with children on the PP register), was overwhelmingly positive. Every respondent (100%) felt their child was well supported to make good progress and that their wellbeing was considered, with mental health needs addressed promptly when required. Parents also confirmed that additional learning support and interventions were effective, and that literacy and maths support either was not needed or had a positive impact on learning. Parents praised the school for strong support, positive reinforcement, and improvements in reading, writing, and spelling, while areas for improvement included better communication and addressing behaviour concerns.

Awareness of school workshops and home-learning resources such as Times Tables Rockstars, Sumdog, and PurpleMash was universal, as was awareness of subsidies for breakfast and after-school clubs, with 67% of families using these provisions. However, only 67% felt their child had sufficient opportunities to attend funded extracurricular activities.

Enrichment opportunities included: Curious Theatre Group, ballet, balance bikes, Bikeability, additional swimming, forest school, and extra trips.

Funded music tuition was accessed by 52% of KS2 PP pupils, who reported increased confidence and the ability to perform full songs.

Social and emotional wellbeing continued to be a priority. Some disadvantaged pupils displayed low self-esteem and anxiety, and 27% accessed ELSA support during Spring

2025. Evaluations showed significant improvements, with several pupils moving from amber or red to green and others no longer requiring support.

Parental engagement was positive, with 80% of PP families in relevant year groups attending phonics workshops, and 57% of PP pupils accessing subsidised breakfast and after-school clubs.

Overall, the strategy delivered strong outcomes in wellbeing, engagement, and early academic achievement, while highlighting areas for further development in KS2 attainment and extracurricular access.

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
Whitrose Maths Booklets	White Rose Education
NumberStacks	NumberStacks
LittleWandle Fluency	Wandle Learning Trust
Timestable Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed Inc
Residential	PGL – Caythorpe Court
Residential	Rand Farm

Service pupil premium funding (No children On Roll)

*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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Completed By: Chris Marsh (Head Teacher and Pupil Premium Lead)

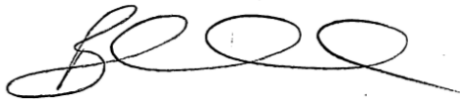
Signed



Date 01/12/25

Agreed by nominated Pupil Premium Governor (And Chair Of Governors): Barry Woodcock

Signed



Date: 01/12/25