

# Pupil Premium Strategy Statement 2025-2026

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 this academic year and the effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Ellwood Community Primary School
Number of pupils in school	138 (Sept 2025)
Proportion (%) of pupil premium eligible pupils	18% 25 pupils (Sept 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year detailed
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	D.Milford
Pupil premium lead	D.Milford / Hannah Woodhouse
Governor / Trustee lead	Mrs M Ireland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,087
<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	£58,027

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### Intent

- Our intent is to ensure that children who are in receipt of Pupil Premium funding have their needs met, attain well and make good progress. We aim to do this by removing any barriers and, therefore, meeting the children's needs, whether pastoral, social and/or academic. We strive to do this within a caring and nurturing environment. All staff and Governors accept responsibility and are committed to having high expectations for all individual pupils in school. We strive to ensure that all children reach their full potential regardless of any potential social disadvantage. We endeavour to make sure that each child develops a love for learning, builds resilience, and acquires skills, knowledge and aptitudes to fulfil their potential and lead fulfilling lives, including building healthy relationships, maintaining good mental health and finding employment.

### Implementation

- We have excellent working relationships with the children in school and their families. We have in-depth knowledge about our families, their needs and the barriers which the children may have and we set out to reduce or remove these as much as we can. We do this in a number of ways: targeted intervention, additional support and resources, signposting to other professionals, SEMH intervention and support through Early Help. We ensure that there is quality first teaching in every class and staff are trained to meet the needs of the pupils

### Impact

- Staff are aware of the Pupil Premium children and their barriers, identify needs and plan accordingly. We have good partnerships with parents and help them support their child's learning and SEMH needs. Overall, the children feel safe and valued and enjoy school. The children have a love of learning and school life. Specific needs of individuals are supported, such as speech, language, vocabulary, and communication needs and SEMH support is in place to ensure pupils have the best opportunities to succeed. The vast majority of pupils take part in the full life of the school and take part in new experiences, opportunities and challenges. Overall, the pupil-premium children are well supported in school. Pupil Premium progress and attainment varies yearly due to smaller cohorts and cohort context.

## Challenges

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

This does not necessarily apply to all of our children in receipt of pupil premium.

Challenge number	Detail of challenge
1	Some pupils may have additional speech, language, verbal comprehension and vocabulary needs. This can hinder their ability to access all curriculum areas and social skills.
2	Pupils may have an SEND needs (currently 36% of PP have an SEND need).
3	Pupils may not always reach the expected standards and/or Greater depth, particularly in writing and maths, at the end of KS 2.
4	The children in receipt of pupil premium may have barriers to attendance, therefore have a lower attendance rate, missed learning and higher rates of persistent absenteeism.
5	Some pupils may have limited experiences beyond their own immediate environment – home and school, rural deprivation leading to lack of opportunity to access to events, new experiences and different opportunities. Uptake of clubs.
6	Need support with their SEMH needs – due to their own needs or needs of their immediate family or circumstances.
7	Pupils may lack resilience and a growth mind-set. Some of our pupils who are in receipt of pupil premium funding may need support to demonstrate good learning behaviours and have a growth mind-set. They may lack self-belief, motivation, determination, resilience, confidence and readiness to learn. They may sometimes struggle to reflect and evaluate their own learning, retain knowledge and recall previous knowledge learnt and may need to support with this.
8	Parental engagement may be a challenge for some families and pupils and parents may need support with routines, homework, supporting their child with reading, phonics and maths

## 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. Improve spoken language, communication and vocabulary	<ul style="list-style-type: none"> <li>• Interventions for speech and language development are in place.</li> <li>• Improvements from the baseline of the intervention to the end.</li> <li>• Speech and language reports show progress and more children being discharged from Speech and Language Therapy services.</li> <li>• More children reaching GLD (and particularly meeting the expected standard in CLL).</li> <li>• Key questions are evident in guided reading and lessons.</li> <li>• Improved range of vocabulary being used and understood in reading and writing. Vocabulary progression maps in place for non-core subjects.</li> <li>• Vocabulary focus in planning and lessons.</li> <li>• Improved reading comprehension, use of new vocabulary and improved spellings.</li> </ul>
2. Pupil premium pupils with an SEND need are making progress and reaching their My Plan targets. Children make good progress and improve their attainment.	<ul style="list-style-type: none"> <li>• My Plans are in place, and staff, pupils and parents are aware of the targets and how they can support at home.</li> <li>• The vast majority of the pupil's targets are met at each review.</li> <li>• Evidence of the targets being applied in classwork.</li> <li>• Shared conversations taking place for pupils in receipt of Pupil Premium.</li> <li>• Shared conversations with parents help to engage the parents with their child's learning and keep them informed of progress and what they can do to support their child at home.</li> <li>• Interventions are in place for all Pupils in receipt of Pupil Premium to help close any gaps or extend the children to ensure they are reaching their full potential.</li> <li>• More pupil premium children meeting the expected standard for their year group.</li> <li>• Increase in reading and spelling ages.</li> </ul>

<p>3. More Pupil Premium children reach the expected and higher standards at the end of each year, culminating in the KS2 results. Children to pass the phonics screening test in yr 1 or by the end of KS1. Good progress from KS 1 to KS 2 and improved standards at the end of KS 2. Continue to develop staff expertise, knowledge and skills in order to improve academic outcomes for our pupils.</p>	<ul style="list-style-type: none"> <li>• The challenge for all pupils is evident in lessons and books.</li> <li>• Analysis of gaps and areas to develop addressed.</li> <li>• Booster/catch-up sessions are in place.</li> <li>• Small group work and targeted support.</li> <li>• Good progress made from their starting point</li> <li>• Increase in PP children to pass the phonics screening check (80% of all children).</li> <li>• Children apply their phonics skills and knowledge in their reading and writing.</li> <li>• Reading progress at the end of KS 2 to be in line or above national.</li> <li>• High-quality staff appointed and developed</li> <li>• Discrete year groups teaching core subjects in the mornings.</li> <li>• More opportunities for feedback, small group work, targeted support, vocabulary, speaking, listening and questioning.</li> <li>• CPD for staff to ensure quality first teaching in every class.</li> <li>• Teaching assistants support learning and help to close any gaps in pupils' learning.</li> <li>• Continue to develop online recording of intervention progress to help measure the impact of interventions more easily.</li> <li>• Feedback and marking are effective and help move children's learning forward.</li> <li>• Current interventions are to be reviewed to identify the most effective ones for the specific needs of our pupils.</li> <li>• Subject Leaders monitor and drive improvements in raising outcomes, including for disadvantaged pupils, in their respective areas.</li> </ul>
<p>4. The children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>• Increased attendance rates and reduction in persistent absence.</li> <li>• Regular communication with parents.</li> <li>• Reminders of the importance of attendance. Support in place to help reduce any barriers to attendance.</li> <li>• Signposting pupils and parents for external support if needed.</li> <li>• Support in school for SEMH needs e.g ELSA</li> <li>• Early help is effective.</li> <li>• Strong partnership with parents.</li> <li>• Special fun days and events in place to help children want to come to school and engage in their learning.</li> <li>• Pastoral support worker, works in partnership with parents to address low attendance.</li> </ul>

<p>5. Children take part in a range of opportunities and events throughout the school.</p>	<ul style="list-style-type: none"> <li>• Participation in clubs increases.</li> <li>• Wide range of clubs on offer.</li> <li>• Visits and Visitors attending school regularly.</li> <li>• New experiences for all children.</li> <li>• Children enjoy school and the activities on offer.</li> <li>• Enhanced curriculum.</li> <li>• Curriculum planned to plan opportunities to learn about their local area – heritage and the wider world.</li> <li>• Children can talk about what they have experienced and enjoyed.</li> <li>• Range of opportunities on offer to develop the Arts. Arts Mark Award process will be underway.</li> </ul>
<p>6. Children feel happy, and SEMH needs are supported well. They enjoy school. Families are supported to seek help if required.</p>	<ul style="list-style-type: none"> <li>• Children know who they can talk to if they need support.</li> <li>• Children feel happy and safe.</li> <li>• Children demonstrating more resilience.</li> <li>• Signposting to external support in place.</li> <li>• ELSA has a positive impact.</li> <li>• Questionnaires show progress and positive results.</li> <li>• Families are supported leading to better outcomes and wellbeing for the children. Attendance for PP increases.</li> <li>• Mental Health Lead and Mental Health Champion Award gained.</li> <li>• Children can talk about and use strategies to help them when they feel overwhelmed.</li> </ul>
<p>7. Children are demonstrating a growth mindset and resilience.</p>	<ul style="list-style-type: none"> <li>• Behaviours for learning are good.</li> <li>• Children can talk about a growth mindset/metacognition and how this can help them.</li> <li>• Children enjoy solving challenges.</li> <li>• Children can demonstrate and discuss strategies to use.</li> <li>• Children develop independence and persevere.</li> <li>• Children have aspirations and can talk about experiences and visitors.</li> <li>• Trick box embedded throughout the school – giving children strategies to manage their feelings.</li> </ul>
<p>8. Parents engaging and taking an active role in their child's education.</p>	<ul style="list-style-type: none"> <li>• Shared conversations in place for staff to discuss children's progress and how they can support at home.</li> <li>• Increased parental engagement – more parents attending events/meetings.</li> <li>• More homework/reading completed.</li> <li>• Workshops for parents – phonics/reading.</li> <li>• Parents in school weeks.</li> <li>• Parent's evenings well attended. If parents are unable to attend, a telephone appointment can be made.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Discrete year group teaching / Morning Teachers</i>	Strong focus on quality first - <a href="http://teachertoolkit.co.uk">teachertoolkit.co.uk</a> (EEF - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a> ) More 1 to 1 feedback opportunities for children - EEF – feedback More focussed high quality teacher support and guidance <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>	3
<i>TAs for targeted support</i>	EEF - Small group tuition <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>	1/2/3/4/6
<i>Speech and Language intervention</i>	<a href="https://www.gov.uk/government/publications/neli-nuffield-early-language-interventionprogramme">https://www.gov.uk/government/publications/neli-nuffield-early-language-interventionprogramme</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
<i>CPD maths</i>	The National College – Importance of CPD <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>	3
<i>CPD phonics</i>	The National College – Importance of CPD <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>	1/3
<i>CPD Elsa</i>	The National College – Importance of CPD ELSA impact study <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a> <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>	6/7

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

Budgeted cost: £ 11,027

Activity	Evidence that supports this approach – supporting documents and research	Challenge number(s) addressed
Additional Morning teachers - Improving the quality of teaching. Developing high-quality teaching, curriculum and assessment.	Cognitive Science approaches in the classroom: <a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a> (d2tic4wvo1iusb.cloudfront.net) Great Teaching Toolkit: <a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a> (website-files.com) Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3
Targeted Language intervention	EEF reference the site 'The Communication Trust's What Works' for Speech and Language interventions <a href="#">Register for our What Works database - Speech and Language UK: Changing young lives</a>  EEF: Selecting Intervention: <a href="#">Selecting interventions tool.pdf</a> (d2tic4wvo1iusb.cloudfront.net)  EEF – early language interventions <a href="#">Communication and language approaches   EEF</a> (educationendowmentfoundation.org.uk)	1
	Early years toolkit communication and language <a href="#">Preparing for Literacy   EEF</a> (educationendowmentfoundation.org.uk) DfE Neli programme EEF - Improving literacy – communication, language and literacy <a href="#">Improving Literacy in Key Stage 1   EEF</a> (educationendowmentfoundation.org.uk) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
Targeted phonics intervention	EEF – phonics intervention <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> NFER - Support both high-attaining and low-attaining disadvantaged students	1/2/3
Targeted intervention – Maths and Reading	EEF – The 'Five-a-Day' principle <a href="#">Five-a-day-poster_1.1.pdf</a> (d2tic4wvo1iusb.cloudfront.net) EEF Early Mathematics <a href="#">EEF   Early Mathematics</a> (educationendowmentfoundation.org.uk)	1/2/3



	EEF - Small group tuition <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Fizzy intervention Fine and Gross motor control (support writing)	<a href="https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/">https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/</a> <a href="https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/">https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/</a> NFER - physical development	2
Resources	Linked to Reading, writing, maths and SEMH EEF Toolkit	1/2/3/4/5
Yr 2/6 Booster	EEF - Small group tuition <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>	1/2/3
Trips/visitors/visits /new experiences/clubs	Nuffield <a href="https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01FED0C672C21C6.pdf">https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01FED0C672C21C6.pdf</a> NFER = extra-curricular opportunities NFER - Help disadvantaged young people to build their experience, aspirations	5
Parental engagement /shared conversations	NFER - Keep parents informed about how their child is developing (and how parents can help) <a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	8

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

Budgeted cost: £ £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW/SEMH TA	ACES information and impact. Research from the Institute of health equity. Document - The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings <a href="https://www.nfer.ac.uk/news-events/nfer-spotlight/life-skills-and-wellbeing/">https://www.nfer.ac.uk/news-events/nfer-spotlight/life-skills-and-wellbeing/</a> <a href="https://www.nfer.ac.uk/news-events/nfer-spotlight/life-skills-and-wellbeing/">https://www.nfer.ac.uk/news-events/nfer-spotlight/life-skills-and-wellbeing/</a> EEF Social and Emotional Learning <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>	4/6/7
Elsa training and delivery	ELSA Network: <a href="#">About ELSA – ELSA Network</a> ELSA impact study: Gloucestershire Report <a href="#">Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx (live.com)</a>	4/6/7
Mental health award	Mental health lead training. EEF – social and emotional learning <a href="https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing">https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</a>	6/7
Parental engagement / shared conversations	EEF – working with parents to support children's learning Linked to improved attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>  <a href="#">Supporting attendance</a> <a href="#">EEF(educationendowmentfoundation.org.uk)</a>	8
Resilience/Mind-set	EEF – Changing mindsets <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets</a> NFER - Identify early signs of disengagement. Provide careers guidance/vocations/professions. <a href="#">Engaging the disengaged (nfer.ac.uk)</a>	4/6
Support attendance	NFER - Use effective attendance and behaviour strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a> DFE	2/3/4/8

**Total budgeted cost: £ 58,027**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil premium strategy outcomes 2024-2025

<p>1. Improve spoken language, communication and vocabulary</p>	<p>EYFS 2025 75/85% met the expected standard in communication – demonstrating good progress from their baseline/75% of the pupil premium children reached GLD</p> <p>Phonics – 2024 - 90% of all children met the expected standard 2025 – 75% of all children met the expected standard (25% SEND)</p> <p>Key questions and planned use of vocabulary is evident in guided in all subjects. Knowledge organisers are used and vocabulary progression maps show key vocabulary to teach.</p> <p>Subject leads identified key vocabulary for each unit of work and year group. These were used regularly in class and children were using and applying them more. Vocabulary focus in planning and lessons. <i>“Leaders have addressed this head-on by developing the curriculum for writing to include key vocabulary. While it is already having an impact for many pupils, there is work to be done to ensure this is embedded in all year groups”</i>. Ofsted 2023.</p> <p>Improved reading comprehension, use of new vocabulary Improved range of vocabulary being used and understood in reading. Guided reading heavily focusses on vocabulary. High standard reaching expected levels in reading at EYFS/KS 1/KS 2.</p> <p>EYFS Literacy – 2024 70/80% met the literacy expected standard, pupil premium 50% (1 SEND) and non pupil premium 88%. 2025 – 100% PP met the expected standard</p> <p>2024 KS 1 reading – 80+ expected level, Pupil premium (4/8 have a SEND need) 50% and non pupil premium 100% ARE+.</p> <p>2025 – Reading 67% PP met ARE/Writing 60% PP met ARE/Maths 60% ARE</p> <p>2025 KS 2 PP – writing ARE + 56% 12% GD / reading 50 % ARE+ 12% Maths ARE + 50% GD 12%</p>
<p>2. Pupil premium pupils with an SEND need are making steady progress and reaching their My Plan targets. Children make good progress and improved attainment.</p>	<p><i>‘Pupils with special educational needs and/or disabilities (SEND) are well supported. Targets for these pupils are specific to their current needs. As a result, pupils with SEND get the precise help they need, for example bespoke support to learn to read. Pupils with SEND gain confidence and independence.’</i> Ofsted Nov 23</p> <p>My Plans were in place and staff, pupils and parents aware of the targets and how they could support at home.</p> <p>See data above</p>

	<p>The vast majority of the pupils' targets were met at each review. Evidence of the targets being applied in classwork. Structured conversations with parents helped to engage the parents with their child's learning, keep them informed of progress and what they can do to support their child at home. The vast majority of parents with SEND children agreed that their child is well supported in school. Interventions were in place for all Pupil Premium to help close any gaps or extend the children to ensure they are reaching their full potential. 1 to 1 tuition for children who need it and this demonstrated the children were making progress. More pupil premium children meeting the expected standard for their year group. Increase in reading and spelling ages.</p>															
3. More Pupil Premium children reaching the expected and higher standards. Children to pass the phonics screening test. Good progress from KS 1 to KS 2 and improved standards at the end of KS 2. Continue to develop staff expertise, knowledge and skills	<p>'All staff are trained to teach phonics scheme. Assessments help identify any gaps in knowledge.' Ofsted Nov 23</p> <p>Challenge for all pupils evident in lessons and books. Booster sessions were in place and helped improve outcomes in end of yr and ks data.</p> <table><tr><td>PP</td><td>R</td><td>55%</td><td>33%</td><td>12%</td></tr><tr><td></td><td>W</td><td>44%</td><td>44%</td><td>12%</td></tr><tr><td></td><td>M</td><td>55%</td><td>33%</td><td>12%</td></tr></table> <p>Children are applying their phonics skills and knowledge in their in reading and writing. High quality staff and discrete year groups teaching for core subjects has had a positive impact on standards across the school.</p>	PP	R	55%	33%	12%		W	44%	44%	12%		M	55%	33%	12%
PP	R	55%	33%	12%												
	W	44%	44%	12%												
	M	55%	33%	12%												
4. The children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism.	<p>Increased attendance rates and a reduction in persistent absence. Regular communication with parents in regards to attendance has improved individuals attendance. July 2025 – All – 95.4% PP – 94.29% Non PP – 95.74% Support in place to help reduce any barriers to attendance. A high number of our PP children receive support for SEMH needs. The school has signposted pupils and parents to external support. This will be an ongoing area of development this academic year.</p>															
5. Children take part in a range of opportunities and events throughout the school.	<p>'Parents are complimentary of the variety of clubs on offer.' ... "Pupils treasure the many opportunities presented to them by this warm and welcoming school". Ofsted Nov 23</p> <p>2023-2024 Participation in clubs increased – 83% of Pupil Premium children attended a club this year. 2024- 2025 - 74% of pupil premium children attended a club. Wide range of clubs on offer for all children – 31 clubs opportunities were on offer this year. All children included in competitions and representing the school in events. Visits and Visitors attend school regularly and share their knowledge and skills. Curriculum is planned to plan opportunities to learn about their local area – heritage and the wider the world.</p>															

	<p>Parents said the school has high aspirations for their child. The vast majority of parents feel the school supports their child's personal development.</p> <p>Over 90% of parents said their child take part in clubs.</p>
6. Children to feel happy and SEMH needs are supported well. They enjoy school. Families are supported to seek help if required.	<p>'Personal accomplishments, such as learning to tie shoelaces and learning to swim. Are celebrated in badge making club.' Ofsted Nov 23</p> <p>'Pupil mentors support their peers to manage their feelings and emotions.' Ofsted Nov 23</p> <p>From conferencing the pupils:</p> <ul style="list-style-type: none"> <li>• Children know who they can talk to if they need support.</li> <li>• Children feel happy.</li> <li>• Children are demonstrating more resilience.</li> </ul> <p>ELSA having a positive impact. Feedback from parents, staff and pupils is positive.</p> <p>Families are supported and this is leading to better outcomes and wellbeing for the children.</p> <p>We have school mental health lead.</p> <p>Over 90% of parents said their child was happy at school.</p>
7. Children are demonstrating a growth mind set and resilience.	<p>'Attitudes to learning are positive.' Ofsted Nov 23</p> <p>Behaviours for learning are good across the school. 89% of parents agree on parent view.</p> <p>Children can talk about a growth mind-set/metacognition and how this can help them.</p> <p>Children can demonstrate and discuss strategies to use if they are feeling overwhelmed.</p> <p>We have the Mental Health Champion award.</p>
8. Parents engaging and taking an active role in their child's education.	<p>'The school considers ways to increase parental engagement. ...hold read and rave sessions.' Ofsted Nov 23</p> <p>Shared conversations helped parents and teachers to work together to look at progress and help parents know what they can do at home to support their child. The majority of pupil premium children complete their homework and reading.</p> <p>Over 90% of parents said they are aware of what their child is learning.</p>

## 2024 Data – All pupils

### KS 2

Subject						
Writing		Reading		Maths		SPAG
ARE +	GD	ARE +	GD	ARE +	GD	ARE
58%	21%	79%	21%	95%	21%	95%
Combined - 58%						

**KS 1**

Writing		Reading		Maths	
ARE +	GD	ARE +	GD	ARE +	GD
70%	10%	80%	15%	80%	20%

**Phonics screening**

Year 1 – 90 % passed the screening check

Year 2 - resists – 2/3 children passed. 95% pass rate by the end of KS 1.

**EYFS**

75% Good Level of Development

PP/PP+ GLD: 50%
Non PP meeting GLD: 87%

**MTC**

20 children – 2 pupils did not take the test

	Below raw score of 20	Raw score of 20 or above	Mean average score (School)
Whole Class	30.00%	70.0%	20.4
PP	40.00%	60.0%	17.8
Non Pupil Premium	26.67%	73.3%	19.93

2025

**Early Years Foundation Stage (EYFS)**

	Ellwood 2023	National Average	Ellwood 2024	National Average	Ellwood 2025	National Average
% of children <b>achieving</b> a Good Level of Development (GLD)	60%	67%	75%	67%	70%	68%

\*This data is yet to be published

**Phonics Screening Check**

	Ellwood 2023	National Average	Ellwood 2024	National Average	Ellwood 2025	National Average
% of children <b>achieving</b> the Phonics Screening Check	81%	79%	90%	80%	75%	81%

\*This data is yet to be published

**Year 2**

All pupils

### Reading:

Pre-Key Stage	Working Towards	Expected	Greater Depth
0%	20%	65%	15%

### Writing:

Pre-Key Stage	Working Towards	Expected	Greater Depth
5%	30%	55%	10%

### Maths:

Pre-Key Stage	Working Towards	Expected	Greater Depth
0%	20%	60%	20%

### Combined:

EXS or above – 55% |

GDS – 10%

### Groups

	Boys (11)				Girls (9)				PP (6)				Non PP (14)				SEND (6)				Non SEND (14)			
	P K	W TS	EX S	G D S	P K	W TS	EX S	G D S	P K	W TS	EX S	G D S	P K	W TS	EX S	G D S	P K	W TS	EX S	G D S	P K	W TS	EX S	G D S
Rea ding		36 %	55 %	9 %	0 %	11 %	67 %	22 %	0 %	38 %	50 %	17 %	0 %	21 %	64 %	14 %	0 %	66 %	33 %		0 %	7 %	72 %	21 %
Writ ing	9 %	45 %	36 %	9 %	0 %	11 %	78 %	11 %	0 %	50 %	38 %	17 %	7 %	21 %	64 %	7 %	17 %	83 %	0 %		0 %	7 %	79 %	14 %
Mat hs		27 %	64 %	9 %	0 %	11 %	56 %	33 %	0 %	38 %	38 %	17 %	0 %	7 %	71 %	21 %	0 %	50 %	50 %		0 %	7 %	64 %	29 %

### Year 4 Multiplication Tables Check 2024

22+	Below 22	Mean score (School)	Mean score (National)
79%	21%	21.7	20.6

## Year 4 Multiplication Tables Check 2025

22+	Below 22	Mean score (School)	Mean score (National)
95%	5%	23.8	*

### End of Key Stage 2

	Ellwood 2023	National Average	Ellwood 2024	National Average	Ellwood 2025	National Average
<b>Reading</b> % of children <b>at</b> the national standard	87%	73%	79%	74%	67%	75%
<b>Reading</b> % of children <b>above</b> the national standard	37%	29%	21%	29%	22%	
<b>Writing</b> % of children <b>at</b> the national standard	74%	71%	58%	72%	56%	72%
<b>Writing</b> % of children <b>above</b> the national standard	0%	13%	21%	13%	11%	
<b>Maths</b> % of children <b>at</b> the national standard	84%	73%	95%	73%	67%	74%
<b>Maths</b> % of children <b>above</b> the national standard	32%	24%	21%	24%	22%	
<b>SPAG</b> % of children <b>at</b> the national standard	89%	72%	79%	74%	57%	73%
<b>SPAG</b> % of children <b>above</b> the national standard	16%	30%	21%	30%	28%	
<b>R/W/M</b> combined % of children <b>at</b> the national standard	63%	59%	58%	61%	56%	62%

\*This data is yet to be published

		WTS	ARE	GDS
PP	R	55%	33%	12%
	W	44%	44%	12%
	M	55%	33%	12%
Non PP	R	22%	45%	33%
	W	22%	67%	11%
	M	12%	55%	33%



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
In school tutoring	School staff