Pupil premium strategy statement – Eldon Primary School 31st December 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eldon Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2025 2026-2026
Date this statement was published	31st December 2025
Date on which it will be reviewed	31st December 2026
Statement authorised by	C Brindle
Pupil premium lead	Y Iddon
Governor / Trustee lead	C Wallace (Chair of Interim Executive Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,870

Part A: Pupil premium strategy plan

Statement of intent

At our school, we hold a steadfast ambition for all pupils, ensuring that each individual makes at least expected progress and achieves commendable outcomes across all subject areas. The focal point of our Pupil Premium strategy is to provide comprehensive support for all pupils, particularly those who are disadvantaged, thereby facilitating their attainment of this objective. This commitment extends to fostering progress for those who are already high attainers, as we are an inclusive school dedicated to the success of every child.

High-quality teaching is the cornerstone of our educational approach, consistently delivered through a well-structured and engaging curriculum. The intended outcomes outlined herein reflect our aspiration that the attainment of non-disadvantaged pupils will not only be sustained but also enhanced, in tandem with the progress of their disadvantaged peers.

Our strategy is intricately linked to broader school initiatives aimed at educational recovery, particularly through targeted support that emphasises quality teaching and learning within a comprehensive and creative curriculum. We recognise the necessity of being responsive to both common challenges and the unique needs of individual pupils, which is underpinned by rigorous diagnostic assessments rather than assumptions regarding the effects of disadvantage.

To ensure the effectiveness of our approaches, we implement the following measures:

- Conduct thorough assessments and reviews of pupils' starting points to guarantee that they are appropriately challenged in the tasks assigned to them.
- Employ a rigorous whole-school tracking and monitoring system to facilitate the early identification of learning gaps.
- Champion our whole-school values and vision throughout the community, promoting an ethos of ambition for all, thereby raising expectations for every pupil and their potential achievements.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate significant gaps in oracy and language skills among many disadvantaged pupils, evident from Reception through to Key Stage 2.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged students typically encounter significant challenges with phonics, which adversely affects their progression as proficient readers.
3	Our analysis of assessments, observations, and discussions with pupils and families has identified that mental health and wellbeing issues significantly affect many pupils, thereby impacting their attainment. This challenge particularly hinders the school's capacity to provide adequate enhanced pastoral support.
4	Internal and external assessments reveal that the attainment in reading, writing, and mathematics is below expected levels for numerous pupils. Upon entry to the reception class in 2025, 40% of our disadvantaged pupils arrived below age-related expectations. This necessitates a robust pupil premium strategy.

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 and vocabulary among disadvantaged pupils	Tracking assessments and observations indicate a significant improvement in oral language skills among disadvantaged pupils. This enhancement is corroborated through triangulation with additional evidence sources, including book scrutiny, lesson engagement, and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils	By the conclusion of Year 6 SATs, it is imperative that 85% of disadvantaged pupils achieve the expected outcome.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils	To achieve sustained high levels of well-being from 2025 onwards, qualitative data must be gathered from student voice, student and parent surveys, and teacher observations.
Improved maths attainment for disadvantaged pupils at the end of KS1	By the conclusion of Year 6 SATs, it is imperative that 85% of disadvantaged pupils achieve the expected outcome.

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: £43,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase of Read Write Inc. synthetics phonics Scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Read, Write, Inc. is a complete systematic synthetic phonics programme (SSP) developed for schools by schools a complete teaching programme meeting all	2

Fund teachers release time and paid for training of all staff to ensure delivery. Purchase of Read, Write, Inc. resources and reading scheme.	the expectations of the National Curriculum and validate by the DFE. https://www.ruthmiskin.com/	
Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance. We have funded an experienced teacher plus release time to embed key elements of the English and maths curriculum, supporting children in Years 5&6.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Talk for Writing – the school has bought into the full programme of work.	4

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

Budgeted cost: £32.716.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of Level 3 TA and support staff with identified skills to meet the needs of targeted groups of Children supporting oracy development and opportunities.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Effective Evidence-Based Practices (EEF/Voice 21) https://www.cambridge-community.org.uk/professional-development/gswor/	1,3

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through the employment of additional teaching and support staff 9.00am-9.45am daily.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: £15,622.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeployment of hours from experienced and trained Pastoral mentor to meet increased needs.	Both targeted interventions and universal approaches can have positive overall effects. EEF Wider Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3
Reconfigured library within the school, resourced.	To facilitate further opportunities for developing reading for pleasure throughout the school, it is essential to underpin the school's curriculum enhancements with targeted strategies that engage and inspire all learners.	3

Total budgeted cost: £91721.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The introduction of a rigorous phonics system throughout school and a targeted approach to encourage the school community to develop a 'love of reading' will continue to impact on pupil outcomes. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our school approach to developing even better relationships with our families supports our approach with the activities detailed in this plan.

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
Not Applicable	
Not Applicable	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable