

## Pupil premium strategy statement

This statement details Ethelbert Road Primary's use of pupil premium (and recovery premium for the 2025-2026 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	Ethelbert Road Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	6.7%
Academic years that our current pupil premium strategy plan covers 3 years	2025-26, 2026-27, 2027-28
Date this statement was published	01.12.2025
Date on which it will be reviewed	01.12.2026
Statement authorised by	Michele Kirkbride Headteacher
Pupil premium lead	Lisa Vitiello
Governor / Trustee lead	Janet Harris Lead Governor for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,846
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£32,846

## Part A: Pupil premium strategy plan

### Statement of intent

It is our vision to equip our children with attitudes and values that will lead to success in later life. All children are respected as individuals and we have high expectations of everyone both academically and socially.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider challenges faced by vulnerable pupils, such as those who have, or have historically had, a social worker and young carers. The activity we have outlined in this statement is also intended to support all children's needs, regardless of whether they are disadvantaged or not.

There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. Therefore, high quality teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust evidence based research, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Observations made by teaching staff in school and research indicates that disadvantaged pupils are less likely to use active listening skills. This means that they are less likely to take responsibility for their learning, recognise when they have not understood, seek specific clarification and be independent, resilient learners.</p> <p>Through focusing on a whole school active listening approach, all pupils, including those who are disadvantaged, will strengthen their literacy skills, social skills, increase their levels of participation, memory and overall self-confidence, thereby supporting their readiness for their next step.</p>

2	Our assessments (including pupil progress RAG rating and our mental health and wellbeing list) and communications with parents indicate that disadvantaged pupils and their families can experience social and emotional difficulties, including medical and health issues.
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## 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
Pupils and families with identified social, emotional or mental health needs continue to be well supported by school staff and Mental Health and Wellbeing Manager, under the direction of the Headteacher (Senior Mental Health and Wellbeing Lead), so that the needs are removed or alleviated.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations and external independent reports</li> <li>• maintain/ improve levels of participation in enrichment activities, by disadvantaged pupils</li> <li>• the Pastoral Team (Mental Health and Wellbeing Manager, DHT/SENCo and Headteacher) identify and support families and children and work to alleviate barriers to learning.</li> </ul>
<p>There will be a clear and consistent whole school approach to active listening and all teaching staff will have a shared understanding of what this looks like. Pupils will be more successful, active listeners and strengthen their metacognitive skills gained in the previous academic year.</p> <p>Teachers will be more skilled in identifying pupils who have poor speaking and listening skills and will have the professional knowledge to better support those pupils.</p>	<p>Professional dialogue, internal monitoring report and pupil voice, an increased ability of pupils to demonstrate active listening skills resulting in improved levels of engagement in lessons and improved pupil confidence.</p> <p>Use the SIP including the outcomes from</p>

## 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: £12,000

Including CPD - £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school high quality, professional training for all teaching staff, led by the school's link Speech and Language Therapist delivered through the Balanced System.	<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>	2
Strengthen the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<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>  <a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>	1

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo to liaise with the school's link therapist through the Balanced System, to plan bespoke training sessions and facilitate the professional development of teaching staff.  SENCo to review the impact of the professional development and promote the strengthening of the active listening skills across the school.	<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>	2
Class teachers to assess pupil's active listening skills and teach active listening skills as a whole class. Class teachers to target key pupils with additional support where a need has been identified, with the support of the SENCo.	<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>	2

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

Budgeted cost: £8,846

Including MHWB - £7,000

Including Enhancing activities - £1,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a Mental Health and Wellbeing Manager to embed good practices across the school, deliver training to staff and to support pupils and their families	Both targeted interventions and universal approaches are proved to have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.  Additional enrichment opportunities such as piano, cello or violin lessons, part payment for trips including PGL and support for accessing afterschool clubs and activities.	Provision of a range of initiatives to extend children's experiences see:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility</a>	1
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	All

**Total budgeted cost:** £32,846

## 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 2024-2025 academic year.

2024-25 review:
<ul style="list-style-type: none"><li>• Internal assessments and observations show improved metacognitive skills due to impact of taking a whole school, evidenced based approach</li><li>• Internal data tracking, shows disadvantaged pupils, with no identified additional SEN needs, made progress in line with non-disadvantaged pupils in R,W and M. Due to the low numbers of disadvantaged pupils in school, direct comparisons are not hugely beneficial however.( For the 2024-25 period there were 12 pupils identified as disadvantaged.)</li><li>• 100% of Pupil Premium pupils participated in 1 or more enrichment opportunity</li><li>• Case studies and cpoms identify where pastoral team support families and pupils and alleviated barriers to learning/attending school.</li></ul>

### Externally provided programmes

Programme	Provider
Power Maths	
Number Stacks	
Number Sense	
Times Table Rock Stars	
Rocket Phonics	
Nessy	
Speech Link	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our pupil premium strategy will be supplemented by everyday high quality strategies that is not being funded by pupil premium or recovery premium. That will include:

- Continue to strengthen practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). As the school already has a strong Mental Health and Wellbeing Manager the Headteacher will be trained as the Senior Mental Health and Wellbeing Lead to ensure excellent practices are embedded into the curriculum and part of teaching strategies in every subject (the use of The Zones of Regulations to tackle Maths anxiety formed during lockdown), as well as focussing on staff and community wellbeing (forming stronger links with our community).
- offering a wide range of high-quality extracurricular activities (including Shakespeare Club who perform on the stage at the Marlowe Theatre, building and racing a go kart, and piano, cello or violin lessons with peripatetic teachers) to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the impact of lockdown on our children and the change of demographics the school has seen over the past two years. The pupil premium leader (Headteacher) works closely with the pupil premium governors to ensure robust monitoring takes place.

We triangulated evidence from multiple sources of data including assessments, our RAG rated documents for both academic and emotional wellbeing, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and work closely with four other schools in a collaboration to share expertise and resources. This is particularly useful to our school as we have lower than national numbers of children in receipt of pupil premium funding.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.