

Pupil Premium Strategy Statement – Ernesford Grange Primary School

This statement details our school's use of pupil premium (and recovery 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	451
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025- 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ian Taylor, Headteacher
Pupil premium leaders	Ian Taylor and Louise Eccles
Governor Lead	Claire Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including funding for LAC and service children)	2025 – 2026 - £68,175 2026 – 2027 - £72,455 2027 – 2028 - £72,455 (estimated and to be amended)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Ernesford Grange Primary School, our intention is for all children to achieve their potential across the curriculum, regardless of their background or the challenges they may face. Our overarching aim is to empower pupils to achieve their potential, make informed choices and positively contribute to society. We have high expectations for our pupils and our education aims to exceed the national benchmarks for academic achievement, whilst also ensuring pupils develop enthusiasm for learning.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aim by narrowing gaps and accelerating the progress for children of all abilities. Robust self-evaluation, pupil progress and assessment cycles are in place to effectively identify areas in which disadvantaged pupils require the most support. To reach their potential, consideration is also shown to the challenges faced by disadvantaged pupils, enabling us to identify and address barriers to learning.

At Ernesford Grange, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Quality first teaching is of the highest importance within our approach and this, along with focused intervention, has the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting 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 pupil premium strategy aims to:

Target under performance and raise standards.

Maintain excellent attendance for the most disadvantaged.

Ensure disadvantaged pupils receive a wide range of opportunities within and outside of the National Curriculum.

Ensure there are opportunities for disadvantaged pupils to develop emotionally and to provide support for children's mental health and well-being.

Ensure there is appropriate challenge and early action, or intervention is planned and implemented effectively.

Challenges

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

Challenge number	Detail of challenge
1	Academic Achievement Disadvantaged pupils at Ernesford Grange form a small proportion of the whole school population so we are always mindful of this when identifying patterns and trends in data children who qualify for FSM. In four year groups, the number of disadvantaged children is below ten and the highest number of disadvantaged pupils in a year group is twelve. This means attainment and progress data can be misleading due to such low numbers in some year groups. Internal data suggests that attainment for disadvantaged pupils is below non-disadvantaged pupils for reading, writing and maths. Approximately 50% of disadvantaged pupils are on the SEN register and over half are considered vulnerable. With a higher number of barriers than their peers, not all are identified early enough or provision is not targeted enough for PP pupils to achieve a combined Read, Writing & Maths outcome in line with their peers.
2	Reading and Oracy Assessments & observations indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Internal data suggest there is a gender gap in reading for disadvantaged pupils.
3	Cultural Capital The vision and ethos for children's learning is that it should include relevant wider opportunities and memorable experiences which support children's long-term retention of knowledge and understanding. Visits, visitors and experiences beyond the classroom such as Forest Schools, extra-curricular activities and Skills Academy will be made available through PP funding for disadvantaged pupils.
4	Social emotional, mental health and well-being challenges Observation, feedback and assessments of children in school have shown that a greater proportion of children are experiencing social and emotional and mental health challenges. A high proportion of disadvantaged pupils have been identified as being vulnerable and in need of support. Disadvantaged and non-disadvantaged pupils, requiring support for mental health and well-being is increasing rapidly year-on-year.

5	Attendance/Punctuality Data over time suggests that the attendance of disadvantaged pupils is lower than their peers. Our assessments of children and observations suggest that lower attendance and frequent lateness has impacted the progress of some disadvantaged pupils.
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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
Academic Achievement Disadvantaged children at Ernesford Grange consistently make good progress in reading, writing and maths and in foundation subjects.	Reading, Writing and Maths outcomes at the end of each year will show that disadvantaged pupils, without SEN, have made accelerated progress. By Summer 2028, we can identify a three-year trend of disadvantaged pupils making good progress in Reading, Writing and Maths (e.g. proportions making expected and better than expected progress are at least in line with national averages for all pupils in the relevant key stage). All staff know who the disadvantaged pupils are in their cohort and any known barriers so that they can take class action.
Reading and Oracy Improved oral language skills and vocabulary 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. Strong use of language is evident across the curriculum by all children. Whole school teaching strategies for Oracy are embedded and delivered consistently. Time is allocated in the timetable to teach agreed strategies.
Cultural Capital All disadvantaged pupils benefit from a broad, relevant and engaging curriculum and can engage in wider opportunities and memorable experiences.	All disadvantaged pupils have engaged in visits, residentials and wider opportunities beyond the classroom. Pupil Premium funding has been used effectively to support families with the costs of such opportunities.

Social emotional, mental health and well-being challenges To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. Identified disadvantaged pupils will have access to emotional support, as required, and can access intervention within school such as Relax Kids, Boomerang, Lego Therapy and Counselling.	Where applicable, we can identify the personalised social and emotional support that has been put into place to support disadvantaged and/or vulnerable pupils to help to succeed academically in school. Children receiving structured support are identified and tracked and intervention has a noticeable impact on children's mental health and well-being.
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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 for 2025 - 2026: £15,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to CPD release work (e.g. subject leaders release time).	Gaps in learning have developed for all learners – sharply identifying these and remodeling teaching and learning to close them is a key strategy moving forward. EEF research shows that mastery (for all abilities) can have a significant impact on children's progress – our joint, peer-to-peer CPD, will include (but not be limited to) mastery approaches as we seek to ensure children's depth and breadth of learning and experience. Grammarsaurus/Place Value of Punctuation and Grammar English curriculum delivery development. A thorough professional development programme is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff. WalkThrus - The simplified model of learning informs all identified teaching techniques and strategies.	1, 2, 3

	A bespoke Oracy curriculum implemented through the NPQSL whole school area for improvement. 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
To support children's Oracy, speech and language and communication skills.	EEF Recommendations state that teaching assistant interventions (targeted oral language interventions) can increase impact from between +4 to +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4
Contribution to external CPD on development of curriculum (including use of reading/phonics and the link into wider curriculum subjects).	CPD to support all curriculum leaders developing their skills in identifying the effectiveness of their area in supporting progress in all areas (including specific focus given to reading) is key with EEF research showing the impact that additional focus on reading can have on children's progress.	1, 2
Contribution to CPD costs for staffing alternative provision.	Nurture groups and the use of the Boxall profile toolkit has successfully helped children with SEBD. A study suggests that NGs are a highly promising form of provision for young children with a wide range of SEBDs. There is also good evidence to suggest that successful Nurture Groups contribute to the development of the 'nurturing school'. Feedback and materials from ongoing CPD through the Coventry City Council DART training.	1, 2, 3, 4
Target small groups with Oracy support/language.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom and group discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Continued implementation of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics and reading	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	1, 2

teaching for all pupils.		
Recruitment and retention of teaching staff. Providing cover time to undertake professional development such as National Professional Qualifications.	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. Our Effective Professional Development guidance report offers evidence-based recommendations. The DfE's Reducing School Workload Collection offers support and practical resources for use in schools. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 This will ensure a clear focus for a school improvement priority, identified in the SIP. The focus for the next three years will be Oracy.	1, 2, 3, 4
Develop Year leader capacity to support their designated teams with daily practice/support for disadvantaged pupils.	Strengthening the day-to-day management of year groups, ensures that early intervention is achieved, effective practice (DP pupils first approach) is consistent across all classes and year groups. Previous experience and monitoring shows that robust leadership strengthens the monitoring of outcomes and provision for disadvantaged pupils.	1, 2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions, group work and specialist teaching)

Budgeted cost 2025 – 2026: £24,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1, 2

Contribution to additional focused TA / teacher support (using existing and additional school staff).	In-school models developed over time (e.g. splitting a class where half receive Forest Schools whilst the others remain with their class teacher for identified focused teaching of core subjects) have proved very effective in terms of personalising learning and we also wish to use available budget to support these strategies. Although EEF research suggests that reducing class size is a relatively low impact for a high cost, our model utilises a (relatively low cost) and teacher feedback is for a clear impact on core subjects). HLTAs and specialist teachers carrying out tailored and targeted interventions, will have a significant impact over time.	1,2
Teachers to deploy support staff to fill gaps through intervention and in home learning for core subjects.	The impact of homework is positive as referenced below. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework	1, 2
To develop staff knowledge of adapted provision and meeting the needs of PP children with SEND	Coaching from SENDCo develops staff ability to ensure needs are met within the classroom and through targeted support. External agency support utilised as well as support from CCC through DART. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	

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

Budgeted cost for 2025 - 2026: £28.340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead, DHT and SBM support families with finance, parenting, food banks, housing and referrals. Purchase PE Kit, uniform and cold weather clothing. Signpost HAF programs for FSM families.	Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017).	3, 4
Ensure disadvantaged pupils have full access to extracurricular clubs through promotion, individual communication with parents.	Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills. Socioeconomic status is a significant factor determining participation in extra- curricular activities. An unequal playing field.	3, 4
Identify pupils for 'boomerang group', Counselling, Lego Therapy, Forest Schools, access to school comfort dog and 'Relax Kids'. All to improve and support self-esteem, mental well-being resilience and aspiration.	Social and emotional learning approaches have a positive impact, on academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contribution to extracurricular activities and curriculum trips / visits.	EEF research shows that social & emotional learning, self-regulation and behaviour interventions each have a strong impact on pupil progress. In-school monitoring, evaluation and feedback agrees with this with multiple examples of our school counsellor	1, 2, 3, 4

	and learning mentor undertaking fundamental work with children which has enabled them to feel increasingly secure in school and able to access learning more effectively. The funding from pupil premium is proportionate to the amount of disadvantaged and vulnerable pupils that these key members of staff work with.	
Contribution to School Counsellor/Learning Mentor and Relax Kids staff member.	The EEF recognise the importance that arts participation can play in supporting pupil progress. Pupil Premium funding is used to support disadvantaged children to access a variety of extra-curricular activities – in school feedback shows that inclusion in out of school activities is well received by pupils. The funding allows us to ensure that we can run our wide range of exciting and engaging trips, visits and experiences without impacting on our delegated budget (e.g. where parents and carers are not able to make contributions).	1, 2, 3, 4
Improve the quality of social and emotional learning. SEL approaches will be embedded into the school curriculum routine educational practices.	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): EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)	1, 2, 4

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.

We regularly review the achievement of disadvantaged pupils throughout the academic year. We also analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using national data and our internal data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Ernesford Grange Primary School – Disadvantaged Pupil Outcomes 2024 – 2025

Keys Stage 2 – 2024 - 2025				
Subject	Attainment School	Attainment National	GDS	GDS National
Reading	80.6%	75.1%	38.7%	33.4%
Writing	82.3%	72.3%	11.3%	12.8%
Maths	79%	74.1%	24.2%	26.3%
SPaG	85.5%	72.6%	53.2%	29.6%
WRM	67.7%	62.2%	9.7%	8.4%

*There were 8 disadvantaged pupils in Y6 in 2024 - 2025

Disadvantaged Pupils - Keys Stage 2 – 2024 - 2025				
Subject	Attainment School	Attainment LA	GDS	GDS LA
Reading	62.5%	60%	12.5%	20%
Writing	50%	57%	0%	4%
Maths	50%	58%	0%	13%
SPaG	75%	60%	25%	20%
WRM	50%	45%	0%	2%

Due to single figures of pupil premium children in most year groups, it is difficult to set percentage related targets.