



# Ewell Grove

## Primary & Nursery School

### Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

#### School overview

Detail	Data
School name	Ewell Grove Primary and Nursery School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Paula Rising
Pupil premium lead	SLT
Governor / Trustee lead	Rachel Tillen

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59,800</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

#### How do we administer Pupil Premium funding?

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 the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.



As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

### The key principles of our strategy plan

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Closing the attainment gap between pupil premium and non- pupil premium children with a particular focus on developing foundational knowledge
2	Increasing numbers of pupil premium children also fall into other vulnerable groups such as SEND or EAL.
3	Emerging social, emotional and mental health needs amongst our pupil premium pupils need to be addressed with early intervention
4	Lower attendance in comparison to whole school data.
5	Lack of access to developing 'social capital' e.g. activities, clubs and/or learning opportunities outside of school

## 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
High quality teaching for all Improved outcomes in reading, writing and maths. Development of foundational skills through early identification and targeted support.	Increasing the number of pupil premium children achieving age related expectations across reading, writing and maths. Assessment accurately identifies any gaps in pupils' foundational knowledge. Ongoing, targeted teaching and practice are prioritised so that pupils quickly catch up.
Understanding the complexity of influences affecting a child.	Children's needs are met and supported through early intervention. Ewell Grove works in partnership with families to support children's emotional regulation and well-being.
The attendance for pupil premium children to increase over the next year and the persistent absenteeism will reduce.	Attendance increased by 2.5% for pupil premium children. This will align with whole school data. Increased attendance will impact on opportunities for learning, personal development and well-being.
Continue with the ambition for 100% of pupil premium children to engage in wider curricular opportunities to develop a wide and enriched skill set.	All pupil premium children access an extra-curricular activity of their own choosing. Ewell Grove works in partnership with families to encourage attendance at residential.

## 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: £ **34,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meeting individual learning needs through group teaching approach	High Quality Teaching is the most important factor when it comes to improving outcomes, particularly for disadvantaged pupils (EEF)  Teaching being adapted in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes (Deunk et al., 2018; Education Endowment Foundation, 2018e).  EEF guidance on deployment of teaching assistants stresses the role of the TA in enabling all pupils to access high-quality	1, 2 & 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>teaching. Adapted Group Teaching is used to facilitate this.</p> <p>EEF "Small group tuition approaches can support pupils to make effective progress by providing intensive targeted academic support to those identified as having low prior attainment or at risk of falling behind."</p>	
<p>Professional Growth approach</p> <p>SCITT – mentoring skills</p>	<p>EEF "Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap."</p> <p>Use of instructional coaching to support teachers to develop skills and expertise. Sims (2019)</p>	1, 2 & 3
Inclusion role (non-class based)	Coordinates Pupil Premium strategy, monitoring of interventions, staff training, partnership with parents.	1, 2, 3, 4, 5

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

Budgeted cost: £ **6,752**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention groups.	<p>Evidenced based targeted interventions designed to close the gap for all pupils.</p> <p>The EEF evidenced backed tool advises that interventions are started early, are based in the assessment and next steps for pupils</p>	1 & 3
Maths projects	<p>NCETM projects develop a secure understanding of how to build firm mathematical understanding supporting procedural fluency and conceptual understanding.</p> <p>Dr Rose Griffiths input for KS2 SVS maths project.</p>	1, 2 & 3

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

Budgeted cost: £ **35,934**



Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker support	<p>Our HSLW works closely with families to support them with parenting strategies, emotional, financial and housing support through sign posting and sharing strategies.</p> <p>Early Help assessments are carried out to identify the need for further support.</p> <p>Parents and the home learning environment (HLE) have a major influence on a child's learning trajectory and school attainment, from the early years through to the end of primary school and beyond (Sylva et al 2010, Goodall 2017 ).</p>	1, 2, 3, 4 & 5
Emotional Literacy Support Assistant	<p>Our ELSA supports children with the following:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Social Skills</li> <li>• Friendship issues</li> <li>• Relationships</li> <li>• Managing strong feelings</li> <li>• Anxiety and worries</li> <li>• Bullying</li> <li>• Emotional Regulation</li> <li>• Growth Mindset</li> <li>• Loss and bereavement</li> <li>• Problem solving</li> </ul> <p>Evidence from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit suggests that effective social and emotional support can lead to learning gains of +4 months over the course of a year.</p>	1, 2, 3 & 4
Rainbow Room lunchtime nurture opportunity.	Access to a calm and quiet environment away from the busyness and noise of the playground supports children with emotional regulation challenges and neurodiverse needs.	1, 2, 3, 4 & 5
Bursaries to support inclusion in After School Activities, school trips and residential	To offer a wider range of experiences to broaden their experiences of the world around them	2, 3, 4

**Total budgeted cost: £ 76,761**

## Part B: Review of outcomes in the previous academic year



We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- Impact of high-quality teaching and targeted support across reading, writing and maths demonstrated progress. This was particularly evident in reading.
- 40% of our disadvantaged children are in Year 5 with 77% working at the expected level in reading and 71% in writing and maths.
- All children in year 3 who did not achieve the phonics screening check have successfully completed the phonics program and achieved a score of 32+.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to COVID-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that:

- KS2 children show gaps in spelling which continues to be a focus within our School Development Priorities.
- 50% of our disadvantaged pupils also have additional needs and have a support plan.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance has improved for those children eligible for pupil premium funding over the academic year. This includes overall attendance and persistent absence.
- All pupil premium children had access to clubs and residential.

Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve by the end of the academic year 2024/25, as stated in the Intended Outcomes section above.

### Pupil premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2024-25 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
High quality teaching for all	Maintain focus on a robust and systematic monitoring of classroom practice focusing specifically on PP pupils Tracking PP pupil outcomes and progress from starting points Linking PP pupil outcomes to staff appraisals	Pupil premium children were closely monitored throughout the year with a particular focus during pupil progress meetings. Sonar was introduced to support tracking of all children across the school enabling greater focus on groups.



	Cycle of termly curriculum plan actions focusing specifically on outcomes for children, especially PP	Staff appraisal system changed to professional growth model to motivate staff to develop CPD. Adapted group teaching enabled staff to respond in a timely way to identified need.
Whole school ethos of attainment for all	Success evidenced through: Increased focus on progress from 'starting points' and maintaining attainment/expectations during transitions from one year to the next Aim for 100% participation rate for all PP children at Educational/Residential Visits through PP contribution Ensure all our PP children feel fully included within our school by supporting them with access to clubs, school uniform etc.	Sonar progress tracker indicates 'improved' progress for all pupil premium children. All pupil premium children had access to clubs and residential. Guidance for parents on uniform has become more flexible in response to government initiatives around branded uniform. Ewell Grove continues to support parents with access to nearly new uniform.
Addressing behaviour and attendance	Success evidenced through: Specific PP case studies	Positive engagement with parents and close liaison with school attendance officer. Positive reports received from attendance service. Improved attendance for targeted children was celebrated.
Staff Recruitment & Retention Strategy	Success evidenced through: Commitment to Pre-SCITT and SCITT to ensure best trained teachers are available for employment Professional growth model introduced.	Staff retention as staff have changed roles in order to continue their development through the SCITT programme. SCITT successfully appointed as class teacher. Professional growth model welcomed by staff.
Pupil Progress responding to evidence	Success evidenced through: EYFS CLL focus - maintain focus on Phase 1 phonics including workshops/awareness raising with parents. 1:1 sessions and re-sources for PP families as required.	Workshops provided for parents. Packs of material sent home to support phonics for targeted children. Interactive resources uploaded regularly to Google Classroom.



## Externally provided programmes

Programme	Provider
Times Table Rock Stars	Math's circle
Purple Mash	2Simple
Charanga	Charanga

