



'Act justly, love mercy and walk humbly with your God.' Micah 6:8 (b)

Pupil premium strategy statement – Elsworth CE 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 2025 – 2026 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	6% (2025 – 2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Elizabeth Bennett
Pupil premium lead	Elizabeth Bennett
Governor leads	Jill Newton and Jenny Fordham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15150
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£15150

Part A: Pupil premium strategy plan

Statement of intent

At Elsworth CE Primary our intention is to ensure that we have high aspirations for all children underpinned by our Christian values so that they make at least good progress across all subject areas. The evidence base strongly suggests that the most effective way to improve outcomes for all children, including those who are disadvantaged, is through quality teaching. This can be achieved by all teachers through high quality professional development, sharing of effective practice and open and honest conversations about learning.

Our objectives for disadvantaged children:

- For our children to be motivated, aspirational and courageous learners
- Engage positively in all aspects of learning and wider school life and to make a difference
- That they receive high quality teaching at all times
- They are willing to take risks and learn from mistakes
- Additional support must be high quality and tailored to their needs

Our approach responds to common challenges as well as to the needs of individuals, based on our assessments. To ensure that our approaches are effective, we will:

- Ensure plans will be flexible, proactive and based on assessment and teacher information
- Ensure all Pupil Premium children are challenged in the work they are set
- Act early to intervene at the point a need is identified
- Use a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Rigorous review cycle that enables us to identify progress and make adjustments in a timely way so that learning is maximised
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom

Challenges

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

Challenge number	Detail of challenge
1	Low levels of resilience in learning and emotional wellbeing of pupils

	Some pupils lack self-belief, determination and resilience to overcome challenges in their learning. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
2	Writing skills and grammar knowledge Internal data indicates that the gap between reading ability and writing ability presents a barrier for disadvantaged children.
3	Limited life experiences and first-hand opportunities Ensure that pupil premium children engage with wider-curricular experiences and opportunities. Our pupil premium children are less likely to travel on trips where there is a cost implication. They are also less likely to purchase educational materials, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.

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 levels of stamina, concentration and positive learning behaviours in lessons.	Pupils improve stamina and concentration in lessons. Books evidence the progress children are making and show they are resilient and able to learn from mistakes Disadvantaged pupils display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts. Support staff are used effectively to challenge and guide children.
Quality of writing is improved including handwriting skills	Book looks show that children write for purpose and show progress during the year. Sentence construction is mostly accurate. Handwriting is fluent and legible.
Pupils are offered a wide range of experiences and clubs to develop their confidence, resilience and knowledge.	Children enjoy and develop in extra-curricular activities. Children develop the confidence to make suggestions or share their ideas and are keen to make a difference in the world.

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.

Targeted academic support (for example, small group structured interventions)

Budgeted cost: £8150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions with TA to address gaps in knowledge and understanding	Targeted academic support directed by the class teacher have been successful in supporting pupils to make accelerated progress	1 and 2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group with our SENDCo and School Therapy dog as part of the therapy dog training.	Therapy dogs offer several benefits for mental health in students. They can reduce stress, ease anxiety and have a calming effect on children.	1 and 2
Extra-curricular clubs, trips and residential.	All children are able to access enrichment activities such as visits, visitors and clubs. Lack of funds is not a barrier to enriching learning. Funding support made available for residential, trips and extra-curricular clubs.	1, 2 and 3

Total budgeted cost: £15150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

In this academic year (2024-2025) 8% of our children were Pupil Premium.

Attendance for our Pupil Premium children for 2024 - 2025 was 86%.

100% of our Year 6 pupils achieved the expected standard in reading, writing and maths.

Play therapy supported children to explore their feelings and build resilience and a positive mindset when faced with challenges both academically and socially. Suggested next steps to support children were shared with parents and staff. Suggestions were implemented at home and school.

Children enjoyed performing in Choir and Musical theatre to the whole school and separate performances to parents and carers.

50% of our Pupil Premium children took part in intra and inter school competitions and challenges organised by the South Cambridgeshire School Sports Partnership. These included, Team Building, Panathlon, Small Schools Cross Country Championships, Football fixtures, etc.

33% of our Pupil Premium children were refugees. They left school part way through the year to be relocated. Their spoken English had considerably improved, this was reflected in the progress they made in reading and writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A
The impact of that spending on service pupil premium eligible pupils
N/A