



Endon Hall Primary & Nursery School - Pupil Premium strategy statement

This statement details our school'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	Endon Hall Primary and Nursery School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	31.12.2025
Date on which it will be reviewed	31.12.2026
Statement authorised by	V. Lewis
Pupil premium lead	G. Fairhall
Governor / Trustee lead	A. Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,695

Part A: Pupil premium strategy plan

Statement of intent

Endon Hall Primary & Nursery School is committed to providing an appropriately challenging, inclusive and high-quality education for all. We believe that children should be supported to achieve their very best, regardless of background or any challenges they face, and we strive to provide both academic and wider experiences and opportunities to enable this.

This document focusses on how we intend to achieve this aim for our disadvantaged and most vulnerable children.

Embedded in our wider-school graduated approach to support, this strategy complements our **focus on high-quality teaching**, which is recognised by the Education Endowment Foundation as **the most important lever schools have to improve pupil attainment**.

Our knowledge of each child is key to understanding barriers and building an effective support response. Therefore, **we take a holistic approach when examining data by considering academic, attendance and wellbeing factors**.

We recognise that the approaches which work well for our children with most need are also effective for wider pupil groups and we have incorporated this thinking into our planning (below). A range of assessments aid early identification and inform our planning and delivery of further support. Regular reviews ensure maximum impact, with adaptations implemented according to progress.

Challenges

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

Challenge number	Detail of challenge
1	Identification and assessment of emotional health and wellbeing needs through the continued development of our whole school approach suggests that there is a growing range of mental health needs across the school and that children from disadvantaged backgrounds are particularly vulnerable.
2	Discussions with the families of disadvantaged children and tracking of individual cases suggests that meeting emotional needs is becoming a growing challenge to families, this is impacting on behaviour at home and in school. Some families continue to require support with ensuring consistent attendance and engagement in home learning.
3	Assessments and teacher discussions have identified that not all disadvantaged children are yet fluent and accurate readers, this prevents access to subjects across the curriculum (37.5% of our disadvantaged children have identified SEND needs under the broad area of Cognition and Learning).

4	Assessments and teacher discussions have identified that not all disadvantaged children are yet fluent and accurate spellers, which impacts on writing skills and confidence across the curriculum (37.5% of our disadvantaged children have identified SEND needs under the broad area of Cognition and Learning).
5	Assessments and teacher discussions have identified that not all disadvantaged children are yet fluent and accurate in basic mathematical skills, such as recall of times tables (37.5% of our disadvantaged children have identified SEND needs under the broad area of Cognition and Learning).

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 emotional health and wellbeing among all and particularly our disadvantaged children.	Assessments and observations indicate significantly improved emotional health and wellbeing; this is evident through assessments, teacher observations, qualitative data from pupil voice conversations and a sustained high level of participation in wider curricular and enrichment activities as recorded on the school Time to Shine document (the current level of participation is 94%).
Established support for families in need of Early Help leading to improved behaviours, attendance and engagement with home learning.	Support plans with outcomes are recorded and improved behaviours, attendance and home learning data is evident.
Improved reading attainment among disadvantaged pupils.	The phonic screening and the Salford standardised reading test data for 2027 will demonstrate an upward trajectory for disadvantaged children (at the start of this strategy period the % of disadvantaged children passing the phonic screening was 33% and the % of disadvantaged children working at the expected level in the Salford Standardised reading test was 67%).
Improved spelling accuracy among disadvantaged pupils.	The Vernon standardised test data for 2027 will demonstrate an upward trajectory for disadvantaged children (at the start of this strategy period the % of disadvantaged children working at the expected level for spelling, based on Vernon standardised spelling scores, was 42%).
Improved maths attainment among disadvantaged pupils.	In school assessments for 2027 will demonstrate an upward trajectory for disadvantaged children (at the start of this strategy period the % of disadvantaged children working at the expected level, according to teacher assessment, in Maths was 63%).

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: £11,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo to monitor and support quality first teaching with a focus on key approaches rooted in EEF guidance; the Five-a-day principle (explicit instruction, cognitive strategies, scaffolding, flexible grouping and using technology), and the Deployment of Teaching Assistants Guidance in 2025-2026.	High quality teaching is recognised as the most important lever schools have to improve outcomes for their pupils: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3,4 and 5
Embed and monitor the DfE validated Systematic Synthetic Phonics programme Little Wandle, introduced in 2024-2025.	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	3
Continue to embed and monitor impact of CPD in metacognition and self-regulation with a focus on long term memory approaches and strategies which support reading and spelling skills.	The Education Endowment Foundation describe this approach as having a very high impact, based on extensive evidence and a skill which disadvantaged children are less likely to have without explicit teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4 and 5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and monitor the Staffordshire EPS recommended structured Literacy approach in reading and introduce the approach for spelling.	Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported - for example, delivering a structured intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3 and 4
Introduce the Staffordshire EPS recommended structured approach in maths.	Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported - for example, delivering a structured intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Continue to embed and monitor individualised instruction using digital technology: Extend all Reading and Spelling Nessy licences for home use and run a before school 'Nessy Club' x2 15 minutes per week for all disadvantaged and SEND children.	There is evidence that digital technology can be used effectively to provide individualised instruction. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3 and 4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher/SENDCo to continue to identify and work with families in need of support. Earliest Help input and Early Help plans will target specific needs and utilise local agency support to enable families to	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents/carers to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2

<p>better support their children at home.</p>	<p>Poor attendance is recognised as one of the most significant non-academic barriers to school success.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Homework has a positive impact on average (+ 5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Continue to provide access to enrichment activities through financial support and free clubs/activities e.g. Book Club, Nessy Club and the introduction of Homework Club.</p> <p>Participation, interest and success in the wider areas of the curriculum will be tracked through the school Time to Shine document.</p>	<p>The Education Endowment Foundation describes growing evidence around enrichment and how the skills developed in such activities are important to children's later outcomes. They identify the key skills which are fostered in enrichment activities as being; the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1
<p>Assistant Headteacher/SENDCo (qualified Senior Mental Health Lead and Mental Health First Aider) will continue to refine the whole school graduated approach to mental health and wellbeing by working closely with an appointed Mental Health Support Team Practitioner (Wave 12); targeted plans will be devised where required and will link with direct support from the appointed practitioner, local agency and healthcare professionals where appropriate.</p>	<p>Evidence suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1

Total budgeted cost: £19,695

Part B: Review of outcomes in the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

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

Outcome 1: Improved emotional health and wellbeing among all and particularly our disadvantaged children.

By further strengthening our whole school approach to emotional health and wellbeing through our work with the Mental Health Support Team, we have seen progress for all children evidenced through a reduction in the number of targeted Emotional Health and Wellbeing plans required. Currently, there are 50% fewer plans compared to the last academic year and 0% of these are now required for our disadvantaged children.

Specific measures which have contributed to this include; a programme of staff CPD which has been delivered for teachers and Inclusion Support Assistants covering a range of mental health topics. A whole year group has accessed the Bouncebackability emotional literacy programme. Feedback from this has been very positive; 100% of children who participated in Bouncebackability can now identify an effective strategy which they use in school if they need help with their mental health and wellbeing. Parent-level work, direct with the MHST has also been introduced to help families to feel more confident around supporting their children with emotional needs such as anxiety.

Outcome 2: Established support for families in need of Early Help leading to improved attendance and engagement with home learning.

Earliest and Early Help plans are in place for 27% of disadvantaged children. Analysis of the 2024-2025 plans indicates that a common theme for support has been around meeting emotional needs with resulting qualitative data suggesting that the Early Help process has supported families to access more effective approaches and strategies through a combination of in-house and external support.

Analysis of average attendance indicates a positive increase to 95.83% which compares favourably to the figure of 94% from the previous academic year. This reduces the gap towards our school target of 97%.

Home learning engagement has increased with 40% now engaging in the free before and after-school Nessy and Homework Clubs.

Outcome 3: Improved reading attainment among disadvantaged pupils.

Internal data demonstrates that 92% of disadvantaged children made expected progress in reading (December 2025) which compares favourably to last year where 79% of disadvantaged children made expected progress in reading (December 2024). Standardised tests taken in October 2025 indicate that 77% of disadvantaged children are now working in or above the average range for reading comprehension (based on the Salford Standardised test). This is a 10% increase when compared with last year and is now in line with the most recently published KS2 school reading data for 2025 (77%) and above the national figure (75%).

There were 50% of disadvantaged children in the 2024-2025 Year 1 cohort who met the expected standard in the Phonics Screening Check which is an increase of 20% when compared to the previous academic year. However, there is still a significant gap and a focus on this area will remain through embedding and monitoring our new phonics programme (Little Wandle); 91.6% of non-disadvantaged children met the expected standard in phonics and the national figure for non-disadvantaged children achieving the expected standard is currently 80%.

Outcome 4: Improved accuracy in spelling among disadvantaged pupils.

Standardised tests taken in October 2025 indicate that 44% of disadvantaged children are now working in or above the average range for spelling (based on the Vernon Standardised test). This is a marginal improvement of 2% since last year. The **Targeted Academic Support** section details how this will continue to remain a focus to ensure improvement continues.

Outcome 5: Improved maths attainment among disadvantaged pupils.

Internal data demonstrates that 100% of disadvantaged children made expected progress in maths (December 2025). Teacher assessments taken in December 2025 indicate that 77% of disadvantaged children are working at or above the expected standard for maths, an increase of 14% when compared to last year.

Attainment has significantly improved since this strategy began where 86% of disadvantaged children were working at (at least) the expected standard. Attainment is now above our most recently published KS2 school maths data for 2025 (80%) and the national figure (74%). However, it is noted that coverage of the Maths curriculum during the Autumn Term is limited and comparing it with end of year national data levels is undertaken with caution. Further steps to enhance teaching CPD have been made in the **Teaching** section to ensure that the progress made continues.

Summary

Our evaluation of the approaches delivered over this strategy period indicate that progress towards all outcomes is currently very clearly evident, as detailed above. Adjustments have been made to adapt to evolving challenges and further drive progress this academic year.

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
Nessy Reading and Spelling	Nessy Learning
Little Wandle	Pearson
Staffordshire EPS Recommended Approach to maths (provided at no cost) (covers reading and spelling)	Staffordshire Educational Psychology Service

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Access to the NELI (Nuffield Early Language Intervention) programme for all of our Reception children who require additional oral language support. [EEF Promising Projects NELI](#) reports strong evidence of positive impact.