

Ellison Boulters Church of England Academy

Pupil premium strategy statement 2025-2026 (reviewing 2024-2025)

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	291
Proportion (%) of pupil premium eligible pupils	6.18%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S Scott
Pupil premium lead	J Carter
Governor / Trustee lead	Jen Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,160
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	NA

Part A: Pupil premium strategy plan

Statement of intent

The Academy's vision is 'Let Your Light Shine', Matthew 5:16, and through living out this vision we give all children the opportunity to shine in their various skills and characteristics. Not only do we facilitate this but we also encourage children to share their lights to the benefit of others and to learn to notice when they benefit from the light of someone else. As a church school following Christian teachings and where everyone is welcome, we take particular care to support the disadvantaged and vulnerable. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point and fulfil their potential in all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including at least sustained progress for those who are already high attainers. In doing so, we consider the challenges faced by all vulnerable pupils. The activities we have outlined in this statement support the needs of these children, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach. Research shows that this has the greatest impact on closing the disadvantage attainment gap and benefits all pupils in school. Implicit in the strategy detailed below, is the intention that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

We have identified the common challenges that our vulnerable children experience. Our actions are tailored to support these challenges as well as individual needs with a focus on:

- well-being
- robust academic assessment
- research based approaches and interventions
- high expectations and aspirations for all

The strategies that we have adopted complement each other to support pupils to have the tools to be as successful as possible in all areas of life. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act promptly upon the identification of need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- view every child holistically, accepting that they cannot learn unless they are able to concentrate which relies on basic needs being met
- ensure children can access learning off site

Challenges

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

Challenge number	Detail of challenge
1	Children experiencing social, emotional or behavioural difficulties.

2	Children who require additional support to achieve progress in Reading, Writing, Maths and GPS (Grammar, Punctuation, Spelling). Technology provided for off site learning.
3	Children being able to access the wider curriculum, for example swimming, Young Voices and music, trips and residential
4	Children needing care before and after school, school meals, milk or support with uniform

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.

Challenge number	Intended Outcome	Success Criteria
1	Any emotional, social or behavioural difficulties will be identified and addressed with particular awareness of children suffering from bereavement, anxiety or suffering difficult circumstances	Children will learn strategies and be given the tools to avert an escalation in behaviour and to learn to co-regulate and then self-regulate. Children will have the opportunity to share anxieties with an adult to minimise the impact on their learning and well-being There will be fewer behavioural incidents recorded on school systems for these children Children with emotional, social and behavioural difficulties will be increasingly calm, settled, integrated and ready to learn. This will be evident in the narrative of provision maps, reviews if relevant and monitoring of the child's well-being.
2	Pupils will make at least expected progress in Reading, Writing, Maths and GAPs Children will have access to technology for off site learning	Pupils that are identified as Pupil Premium will make the same rate of progress from their starting point as other children in school with the same starting point in Reading, Writing, Maths and GAPs Children with additional learning needs will be supported to achieve the best learning outcomes possible.
3	Access to a wider range of curriculum opportunities	Where appropriate children will be offered the opportunity to go swimming, play a musical instrument, attend residential visits or day trips, or attend a school club
4	Pupils in receipt of Pupil Premium have basic needs met	Children will have care before and after school where needed; they are dressed appropriately for school supporting self-esteem and the sense of belonging. They can join in with all aspects of school life. They are nourished and ready to learn.

Activity in this academic year (2025-2026)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Social, Emotional and Behavioural Learning: Quality First Teaching, enhanced whole class provision, targeted provision and 1-1 work

Budgeted contribution to cost:: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Provide enhanced Quality First Teaching of strategies as well as opportunities to practise them through the PSHE curriculum, Forest School and Mindfulness classes. 2. Whole class teaching is supported by further small groups and 1-1 provision as required including sensory circuits, talk time, lego therapy, social stories, the incredible 5 point scale, zones of regulation, Forest School, relaxation and mindfulness sessions. 3. Use of trained staff to support children in reflecting upon circumstances and emotions in dedicated time, following attendance on the Mental First Aid course, Emotion Coaching Course and ELSA (Emotional Literacy) course. 4. Professional expertise from outside agencies is used to support children to manage emotional, social and behavioural barriers including counsellors to support children, relaxation to support regulation, Need Bright Solutions to support behaviour and Educational Psychology Services. 5. Dedicated sessions with school dogs – ‘Pippa/Joey time’ for children with anxiety or presentation of complex needs and to support whole class behaviour ‘Pippa/Joey ready’.	Research tell us that emotional, social and behavioural interventions can support significant improvements in academic performance along with a decrease in challenging behaviours. Metacognition and self-regulation skills support the reduction of overwhelps and anxiety where children experience emotional, social and behavioural difficulties. Interventions are based upon learning strategies to relax and manage difficult days and learning as well as reflecting upon difficult days once calm. The EEF toolkit reports that in ‘Improving Social and Emotional Learning’ there are 5 main areas of learning and skills: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making. At the academy we work on some of these elements in whole class provision, some in smaller groups and others on a 1-1 basis. Research Evidence Base: ‘Improving Social and Emotional Learning’ @ https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1733666633 Zones of regulation: <i>The Zones of Regulation</i> @ https://zonesofregulation.com/wp-content/uploads/2024/10/Evidence-of-Effectiveness-Brief.pdf Mindfulness: <i>Mindfulness-Based Interventions in Schools: Assessing the Evidence Base</i> @ https://pubmed.ncbi.nlm.nih.gov/39188147/ https://www.themindfulnessinitiative.org/Handlers/Download.ashx?IDMF=7ff18aa8-2c5c-4600-8c7b-6c4963cbe4e4 (research cited with document) Emotion Coaching: <i>Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being</i> @ https://www.researchgate.net/publication/275041216_Emotion_Coaching_A_universal_strategy_for_supporting_and_promoting_sustainable_emotional_and_behavioural_well-being	1

6. Staff CPD planned for 2025-2026 or recently delivered and implemented: includes <i>Positive Handling and De-escalation strategies, Living with ADHD, Social Stories and Comic strip Conversations, Positive sensory profiling. Stop, Understand and Move On</i> (behaviour and deescalation) and <i>Living with ADHD</i> has also been made available to parents.	Metacognition: <i>Research on metacognitive strategies of children's self-regulated learning</i> @ https://healthpsychologyresearch.openmedicalpublishing.org/article/120366-research-on-metacognitive-strategies-of-children-s-self-regulated-learning METACOGNITION AND SELF-REGULATED LEARNING @ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1733664299 <i>Metacognition & Self Regulation</i> @ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Forest Schools : <i>The development of an interdisciplinary theoretical framework for Forest School in the United Kingdom</i> @ https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3953 <i>Learning while playing: Children's Forest School experiences in the UK</i> @ https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3491	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted contribution to cost: £ 9,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide enhanced Quality First Teaching through targeted use of Teaching Assistants within the classroom and assessments. We are committed to ensuring that all staff have the skills to support children as needed. The breadth of provision provided by TAs continues to be developed. CPD continues to ensure that staff have received recent training in teaching phonics, Mastery style Maths, Oracy, Metacognition and Questioning, Active Spelling	<i>Metacognition & Self Regulation</i> @ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The development of a learner's meta-cognitive skills and ability to self-regulate and monitor learning and progress have been found to have 'consistently high levels of impact. At EBA we aim to develop these skills through Quality First Teaching but acknowledge that some children need additional support in developing the skills and using the tools to carry this out successfully. <i>'Moving forwards and making a difference'</i> recommendations from the EEF focuses on 5 key elements: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology. Staff working in classrooms are able to plan for and demonstrate these. TAs and CTs know who their PP children are and what their next steps in learning are.	2

training, Supporting children with Autism, ADHD and Dyslexia. The intervention IDL has also been embedded in KS2 practice to support English. Where there are sustained barriers to learning, the possibility of diagnostic assessments by the Specialist Teaching Team or other professionals is explored by the SENCO and appropriate staff. Targeted academic support/tutoring Specialist Teacher Assessments Reading and Maths taught in year group classes Provision of chrome books or I pads to support learning in the classroom and at home if and when required	EEF report: <i>Best use of teaching assistants to support the graduated approach</i>: support children in class working with the teacher, small groups and 1-1 interventions EEF Five a day at https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1733925547  Off site learning: 'Whilst we cannot generalise, it is assumed that disadvantaged pupils are less likely to have the home resources to support online learning. It is therefore important that whilst we maintain home learning through our homework provision in case of school closure we also offer families the equipment to support it. Inequalities in Home Learning and Schools' <i>Remote Teaching Provision during the COVID-19 School Closure in the UK</i> @https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9618914/	
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The wider curriculum, curriculum enhancement and extracurricular opportunities

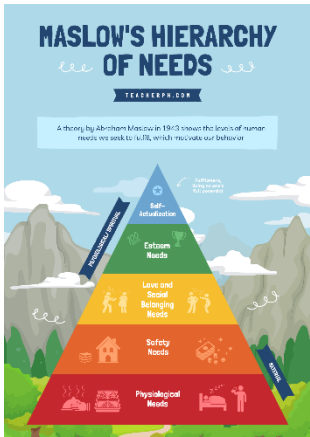
Budgeted contribution to cost: £ 1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children included in enhanced learning experiences: School clubs-contribution to costs incurred music lessons Young Voices educational visits residential trips swimming lessons	Swimming lessons along with other children at a local sports centre-<i>curriculum support, independence, life skills</i> Children have been able to access and experience school trips, including upper KS2 residential trips Careful pre-planning of trips including pre-visits and sharing of visuals and other information with pupils. Clear behavioural expectations <i>'Equal opportunities Extra-Curricular Activities, Soft Skills and Social Mobility 2019'</i> indicated the value of extra-curricular activities in terms of their positive impact on achievement, attendance at school, soft skills, as well as the development of other personal attributes such as independence and persistence.' Benefits included: positive impact upon levels of educational aspiration Playing a greater number of sports, and taking music classes and private tuition were found to have this	3

	effect even after holding constant other background factors (age, gender, ethnicity and parental education etc.). having, fun, relaxation, reduce stress, improved confidence and interpersonal skills and fitness <i>The BU Journal of Graduate Studies in Education, Volume 5, Issue 2, 2013</i> reports that students who participate in extracurricular activities achieve higher levels of academic attainment and that different activities impact positively on different curricular areas. Following instructions, persistence, motivation, goal setting, and problem solving are all skills that are acquired during extracurricular activity participation and that transfer to students' academic success. For example, students who participate in athletic clubs tend to have increased math and science (Lipscomb, 2007) and literacy (Shulruf et al., 2007) scores. Extracurricular participation in arts and crafts also results in higher academic scores and better working skills (Metsapelto & Pulkkinen, 2011). Additionally, participation in academic clubs yields higher academic attainment (Shulruf, 2010). Children are also provided with opportunities for character development and discovering strengths, interests and confidence to be their unique selves Research published by Learning Away, February 2017 'Brilliant Residentials and their impact on children, young people and schools' found that residential trips have a wide range of positive social and learning outcomes including the development of a sense of community through the experience of living with others; further more resilience, self-confidence and well-being all improved and transition experiences were 'smoothed'.	
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Meeting Basic Needs

Budgeted contribution to cost:: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club After School Club Hot School Meals Uniform	 Maslow's hierarchy of needs applied to education:	5

	https://www.teacherph.com/maslows-hierarchy-of-needs-education/	
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Total budgeted contribution to cost: £ 22,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1 2024-2025	Any emotional, social or behavioural difficulties will be identified and addressed with particular awareness of children suffering from bereavement, anxiety or suffering difficult circumstances	Children have benefitted from classroom provision including the PSHE curriculum, Forest School, Mindfulness and Relaxation with additional provision through counselling and relaxation individual sessions, our dog mentor , our ELSA, our member of staff trained to carry out emotion coaching, and talk time as required. This has supported their well-being and helped them to remain in school, in the classroom and engaged in learning. This has supported their academic progress. CPD has enabled the staff to support children effectively through deeper understanding of needs. We have been able to offer parent workshops for children with challenging behaviour and supporting regulation as well as a parenting information evening for families with children who have ADHD and how to support the children to reduce anxiety and subsequent behaviours. Some of our families fall into both Pupil Premium and SEND groups. Parent workshops have been well attended and feedback has been positive.

		We have also bought in support for children to receive counselling, trained our own ELSA, trained another member in supporting Emotional Literacy and paid for a report from an Education Psychologist.		
Objective 2 2024-2025	Pupils will make at least expected progress in Reading, Writing, Maths and GPS Children will have access to technology for off site learning		Almost all pupils made at least expected progress in core subjects. Where expected progress was not made, the children experience barriers to learning.	
STATUTORY ASSESSMENTS	Ellison Boulters		Lincolnshire	National
EYFS Achieving Good Levels of Development 39 children	100% of children eligible for PP		66% of all children	68% of all children
	68% of children not eligible for PP			
	69% of all children			
Year 1 Phonics Screening 40 children	50% of children eligible for PP		76% of all children	80% of all children
	92% of children not eligible for PP			
	90% of all children			
Y4 Multiplication Tables Check: % of children achieving full marks	No children eligible for PP in the cohort			
	No children eligible for PP in the cohort			
	No children eligible for PP in the cohort			
Y4 Multiplication Tables Check: % of children achieving 23 or more out of 25 No children eligible for PP in the cohort	EBA Average score	National Average Score	EBA % of children getting 23 or more out of 25 in 2024	National % of children getting 23 or more out of 25 in 2024
	No children eligible for PP in the cohort		No children eligible for PP in the cohort	
STATUTORY ASSESSMENTS	Ellison Boulters		Lincolnshire	National

Y6 SATs 37 children Reading-percentage achieving the expected level or above	50% of children eligible for PP	71% of all children	75% of all children
	94% of children not eligible for PP		
	89% of all children		
Y6 SATs 37 children Writing- percentage achieving the expected level or above	50% of children eligible for PP	71% of all children	71% of all children
	77% of children eligible for PP		
	76% of all children		
Y6 SATs 37 children Maths- percentage achieving the expected level or above	50% of children eligible for PP	71% of all children	74% of all children
	92 % of children not eligible for PP		
	84% of all children		
Y6 SATs 37 children Grammar, Punctuation and Spelling- percentage achieving the expected level or above	50% of children eligible for PP	58% of all children	73% of all children
	92% of children not eligible for PP		
	89% of all children		
Y6 SATs 37 children Achieving the expected standard in Combined Score in Reading, Writing and Maths	73%	58%	61%
<u>End of Year assessments for rest of school</u>	Reading Expected or above	Writing Expected or above	Maths Expected or above
<u>Year 1</u>	0% of children eligible for PP	0% of children eligible for PP	50% of children eligible for PP
	84% of children not eligible for PP	66% of children not eligible for PP	87% of children not eligible for PP
<u>Year 2</u>	60% of children eligible for PP	40% children eligible for PP	60% of children eligible for PP
	59% of children not eligible for PP	89% of children not eligible for PP	68% of children eligible not for PP

<u>Year 3</u>	100% of children eligible for PP	100% of children eligible for PP	100% of children eligible for PP
	66% of children not eligible for PP	53% of children not eligible for PP	76% of children not eligible for PP
<u>Year 4</u>	No children eligible for PP in the cohort	No children eligible for PP in the cohort	No children eligible for PP in the cohort
	No children eligible for PP in the cohort	No children eligible for PP in the cohort	No children eligible for PP in the cohort
<u>Year 5</u>	60% of children eligible for PP	60% of children eligible for PP	80% of children eligible for PP
	88% of children not eligible for PP	67% of children not eligible for PP	86% of children not eligible for PP
<u>Objective 3 2024-2025</u>	Access to a wider range of curriculum opportunities	The Academy was able to support children with instrumental Music lessons, swimming, residential and school trips.	
<u>Objective 4 2024-2025</u>	Pupils in receipt of Pupil Premium have basic needs met	Children were nourished and ready to learn, before, during and after the school day as required. The Academy also provided support with uniform when necessary.	

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
Counselling	Mo Watson and Sarah Jones
Need Bright Solutions	Anna Needham
Relaxation and Mindfulness	Sarah Burnett
Music Lessons	Scott Williams
Music Lessons	Lincolnshire Music Service
Dog Mentor	Suzanne Scott, Laura Frary and Jackie Carter
IDL intervention for English	IDL and support staff
Swimming	Yarborough Leisure Centre

