

Pupil premium strategy statement - 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eldon Primary School
Number of pupils in school	733
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	14/2/2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 393,900
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 393,900

Part A: Pupil premium strategy plan

Statement of intent

At Eldon we know that our children will enter a world of work that is ever changing and increasingly complex. Our aim is to ensure that, throughout their time at Eldon, children become resilient, independent thinkers, who have the knowledge, the skills and the confidence to pursue, and succeed in, whatever path they choose. Parents, staff, governors and children all have an important part to play in ensuring that Eldon is a truly inclusive school, where equality of opportunity and respect for all is at the heart of what we do. Our school is built from a culture of Respect, this is fed through all we do including our behaviour policy.

We are a large, three/four-form-entry primary school in Edmonton, North London, in an area of significant deprivation (top 4%) and children can start school with us from 3 years of age. We have funded ARPs, catering primarily for autism. 82% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills. 28% of the children have a SEND need.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are continually monitoring and reviewing our practice to ensure that we are meeting the needs of the children. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils. Quality first teaching is imperative to the progress of all learners and we believe the most effective learning happens within the classrooms; therefore, we are dedicated to the quality of teaching and we are constantly improving the skills and knowledge of all our staff. We believe that teaching is a constantly reflective practice and dedicate time and careful consideration towards the professional development of all our staff.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, executive leaders and Trustees. This interacts positively with partnership/school-improvement work with organisations such as Early Excellence, Haringey Education Partnership. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing, improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps from nursery and in general, these are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1. On entry to Nursery in 2025, 21% of pupils were assessed as on track in speaking. In 2025, only 7.5% of our disadvantaged pupils were at age related expectations in speaking when they entered reception, compared with the cohort figure of 20%. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.</p>
2	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all our children to work with high quality, expert practitioners daily. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.</p> <p>Our disadvantaged children do not consistently achieve in line with our non-disadvantaged children, the levels of achievement are below national and, in order for our children to be able to be successful amongst peers in their future education/employment, we need to continue to raise standards. We believe that children should have strong foundations in all subjects enhanced by a rich knowledge.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic and subsequent cost of living crisis. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives.</p>
4	<p>Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time.</p>

	<p>Our overall attendance in 2025 Jan (92%) is below national (94%), below the national target of 95% and well below the schools' own target of 96%. Our school attendance for PP pupils (92%) is higher than national (88.9%). Attendance for all our pupils still needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan - we know pupils experiencing success in the classroom is key to improving their life chances.</p>
5	<p>A significant challenge we encounter at Eldon is the support of disadvantaged children with Special Educational Needs and Disabilities (SEND). 44% of children with SEND needs at Eldon are Pupil Premium. Many of these children may have undiagnosed needs, which complicates the process of providing appropriate interventions and support. Families facing socioeconomic hardships often struggle to access external agencies that could facilitate necessary assessments and resources, leaving their children vulnerable. Additionally, the range of needs within this demographic varies considerably, with some children requiring more intensive support than others. This disparity can lead to gaps in educational attainment and wellbeing, highlighting the urgent need for targeted training and resources for educators.</p>
6	<p>A significant challenge we encounter when working with disadvantaged children is the inadequate identification and nurturing of their inherent talents. Often, these individuals may possess remarkable abilities in areas such as sports, computing, or music; however, without proper encouragement and recognition, these talents remain latent.</p> <p>For instance, a child with a natural aptitude for football may never receive the coaching necessary to develop their skills, limiting their prospects for scholarships or professional opportunities. Similarly, a student who excels in computing might lack access to extracurricular clubs that foster their interest in technology, thereby hindering their potential career in a burgeoning field. Moreover, those with musical talents may not have the financial means to participate in lessons or join orchestras outside of school.</p> <p>Consequently, without the necessary support and resources, these children face an increased risk of not being able to secure employment that aligns with their skills and interests.</p>

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 oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2 including those children attaining greater depth.	Reading and writing outcomes in 2026/27 are consistently in line with or above of London averages.
Improved maths attainment for disadvantaged pupils at the end of Early Years and KS1 and KS2 including those children attaining greater depth.	Maths outcomes in 2026/27 are consistently in line with or above the London averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> ● The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. ● The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
To ensure that all SEND children, particularly those from disadvantaged backgrounds are able to make progress.	Tracking specific to a child's needs suggests that children with SEND needs are able to make progress in all areas of their learning.
To ensure members of staff are able to identify and enhance children's specific talents whether that be academic or extra-curricular, particularly our children from disadvantaged backgrounds.	Eldon primary school will have a large number of children who have been identified as having a specific talent and pathways are well planned for them to be able to succeed. Extra-curricular clubs and opportunities are attended significantly by children from disadvantaged backgrounds.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 393,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overarching all strategies/activities: Continue to fund additional support for year 6 and year 5. Teaching groups of CUSP children across year 6 and supporting planning.</p>	<p>Smaller classes impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Our teachers are able to really identify gaps in learning and target specific children with higher quality interactions.</p>	2,3,4,5
<p>Continue to fund ongoing high-quality teacher training by Early Excellence</p> <p>Continue to embed high quality adult/child interactions in the early years and across the school</p> <p>Continue to enhance our language rich learning environments including the outdoor environment.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>Supporting Communication and Language in the Early Years Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development</p>	All

	<p>Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>Professor Julie Fisher – ‘Interacting or Interfering’ https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p>	
<p>Embed well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, think, pair share, questioning and explicit vocabulary teaching.</p> <p>Embed collaborative learning strategies to develop children’s oracy skills across the curriculum.</p> <p>High quality training, support and QA focused on:</p> <ul style="list-style-type: none"> ● cold calling ● talk to your partner and... ● think, pair, share ● sentence stems ● effective use of templates for discussion across the 	<p>How teachers teach is crucial to gaining effective outcomes for children. Strategies such as coaching, Think, Pair, Share, whiteboard use, instructional coaching</p> <p>Evidence-informed Teaching Strategies – Walkthrus https://www.walkthrus.co.uk/</p> <p>Collaborative learning</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice</p> <p>https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy</p> <p>https://www.jct.ie/perch/resources/english/classroomtalk-whattheresaysays.pdf</p>	All

<p>curriculum (ordering, sorting and ranking)</p> <ul style="list-style-type: none"> • ECASS/ELKLAN training/strategies 	<p>https://researchschool.org.uk/billesley/news/</p> <p>https://evidencebased.education/great-teaching-toolkit-cpd/</p> <p>https://ecass.org.uk/</p>	
<p>In reading, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's fluency and comprehension skills</p> <p>High quality training, support and QA for teachers focused on priorities:</p> <ul style="list-style-type: none"> • Teacher Talk (the teacher modelling their own thinking) and Student Talk to develop fluency and comprehension • Ensure teachers are using the unseen text lesson as an opportunity for further teacher modelling and to support to develop their pace and stamina <p>AHT to participate fully in the Enfield EEF network working party group training sessions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p> <ul style="list-style-type: none"> • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies <p>Why focus on reading fluency?</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=A%20fluent%20reader%20is%20one,those%20resources%20available%20for%20comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>All</p>

<p>In writing, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support children with their spelling and handwriting. Invest in high quality resources to ensure teaching is consistent and effective.</p> <p>Implement Little Wandle handwriting scheme in KS1.</p>	<p>Converging evidence indicates that improving handwriting automaticity or spelling improves children's text generation and composing quality (Berninger et al., 1997, 1998; Graham, et al., 2000; Graham, Harris, & Chorzempa, 2002; Jones & Christensen, 1999)</p> <p>Evidence shows that teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing.</p> <p>https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</p> <p>Individuals with poor literacy are more likely to be unemployed and earn lower wages. https://www.probonoeconomics.com/news/poor-literacy-skills-cost-workers-18-months-in-lost-earnings</p>	<p>All</p>
<p>Fund subject leader and teacher release time to implement mastery in number and enhance the problem-solving skills in KS2.</p> <p>Implement Times Table Rock Stars to ensure children secure in all times tables by the end of Year 4.</p> <p>High quality training, support, QA and skills sharing for teachers focused on priorities:</p> <ul style="list-style-type: none"> ● Teacher Talk – the teacher modelling their own thinking while modelling methods ● Continue to focus on one method per lesson and ensure consistently simple and effective maths lesson structure 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p> <ul style="list-style-type: none"> ● Explicit teaching of metacognition strategies ● Teachers modelling their own thinking to demonstrate metacognition strategies 	<p>All</p>

	https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-mathematical-thinking Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	
<p>Continue to ensure that the school's professional development programme is targeted at enhancing teachers' skills and knowledge in supporting SEND learners within their classrooms.</p> <p>This will be planned carefully using quality in house resource and external agencies e.g. ELKLAN, Autism Advice Service and SEND schools.</p> <p>Fund release time for 3 member of staff to complete the SENDCO NPQH.</p> <p>Fund release time for 3 member of staff to receive further SandL training.</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	

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

Budgeted cost: £ 393,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally disadvantaged pupils who	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:	All

<p>require further phonics support (1:1 and group sessions)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p>	
<p>Run times tables interventions for year 4 pupils targeted at educationally disadvantaged pupils in maths.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	<p>All</p>
<p>Run VERBO speech and language interventions across the school following screeners. VERBO leads in each phase.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Run booster interventions for Year 6 children to address gaps in learning. Booster sessions happen as Early Bird Sessions and within the day ensuring that</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p>	<p>All</p>

children are not missing crucial learning within the classroom e.g. Lunchtime Club. Led by teachers and SLT.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 393,900

Activity	Evidence that supports this approach	
<p>Fund the schools' Early Birds</p> <p>Provide 1:1 and group counselling/ELSA sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally.</p> <p>Continue to fund training and support for our ELSA practitioners.</p> <p>A proportion of free places in Breakfast allocated to disadvantaged children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> <p>Children who attend ELSA and EBs have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school.</p> <p>International Journal of Nurture in Education – NurtureUK https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/</p>	All
Employ a Parent Support Officer to support families who have been impacted by a plethora of	https://www.place2be.org.uk/about-us/impact-and-evidence/	

<p>issues and support the parents with parenting challenges which are having a direct impact on the children's ability to thrive.</p>	<p>Evidence shows that supporting parents has a direct impact on children's abilities to progress and thrive.</p>	
<p>To provide enrichment activities to support the development of children's Social and Emotional Wellbeing. Ensure that the activities are targeted for children displaying specific talents and make links with outside agencies where appropriate.</p>	<p>Children to have opportunities such as access to experiences to build on their cultural capital- trips, stem projects, author visits, projects across the Trust To ensure that the gap between disadvantage and non-disadvantaged pupils resources provision at home is diminished School inspection handbook - GOV.UK (www.gov.uk) Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	
<p>To provide free extra-curricular activities for our disadvantaged children including a wide range of sports, music and Robotics Club. Ensure that the activities are targeted for children displaying specific talents and make links with outside agencies where appropriate.</p>	<p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	
<p>Embed the principles of good practice set out in the DfE's advice and Marc Rowland's publication. Ensure continued high-quality leadership of the attendance team and make excellent use of our highly skilled Trust EWO, Attendance Officer, AHT and Parent Support Officer to work with our vulnerable families to</p>	<p>https://www.onecornwall.co.uk/site/data/publications/attendance_booklet/index.html - Marc Rowland The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>All</p>

break down barriers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £393,900

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 to 2025 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
Little Wandle	Little Wandle
White Rose Maths	White Rose Hub
Mastering Number	Maths Hub
Power of Reading	CLPE
The Literacy Curriculum Writing programme	The Literacy Curriculum
Early Years Training	Early Excellence
ELSA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Pupil Progress

The data regarding disadvantaged children is not consistent, appearing highly specific to individual cohorts and lacking overarching trends year on year. Consequently, we prioritise pupil progress meetings as a pivotal platform to dissect the most effective strategies aimed at supporting the individuals behind the statistics. These meetings are meticulously planned to enhance quality first teaching, ensuring that our teachers are equipped with the necessary tools to address the diverse needs of all pupils. Furthermore, we implement proven strategies derived from ongoing professional development, enabling staff to adapt their teaching approaches effectively. Where necessary, targeted interventions are employed to further support these learners. As trends emerge within any data set, we adopt a proactive stance, diligently addressing any concerns to foster an inclusive and supportive educational environment for all disadvantaged children, thus allowing them to reach their full potential.