

# EST Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>		Elmlea Schools' Trust			
<b>Academic Year:</b>		2024-2025	<b>Date of most recent review:</b>		Sept. 2024
<b>Budget breakdown:</b>	Infant PP Fund: £31, 998 Infant Recovery: £ 0 Junior PP Fund: £38, 708 Junior Recovery: £ 0	<b>Total PP budget [incl.recovery]</b>		I: £31,998 J: £38, 708 <b>T: £70,706</b>	
<b>Total no. of pupils:</b>	Inf. 270 Jun. 353 <b>Total: 623</b>	<b>No. of pupils eligible for PP:</b>	Inf. 24 Jun. 21 <b>Total: 45</b>	<b>Date to review strategy:</b>	Sept. 2025

## 2. Current Attainment

 Key: PP Regressed PP Remained PP Progressed

Year Group: [No. of pupils]	No. of PP:	READING [% ARE PP/Non PP]		WRITING [% ARE PP/Non PP]		MATHS [% ARE PP/Non PP]	
		AUT 1	SUM	AUT 1	SUM	AUT 1	SUM
Reception [90]	6	33/58		50/60		33/59	
Y1 [90]	11	55/55		27/61		64/81	
Y2 [90]	7	86/70		43/69		71/74	
Y3 (96)	7	86/75		57/74		86/90	
Y4 [92]	5	40/77		40/69		60/88	
Y5 [86]	6	67/89		17/82		66/85	
Y6 [79]	3	100/94		33/79		67/71	

## 3. Barriers to future attainment

Challenge number	Detail of challenge
1	Engagement in learning/effective learning behaviours
2	Individual, specific difficulties with key skills in core subjects; especially English writing
3	Lack of subject knowledge and understanding of the world around them
4	Managing emotional/relationship challenges in behaviour.
5	Attendance and punctuality – poor attendance affects progress and attainment and attitudes to learning.

## Elmlea Junior School: Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>Elmlea Junior School</b>
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	[3 Years incl. 2024-27] Current strategy : <b>2024-2025</b>
Date this statement was published	08.09.24
Date on which it will be reviewed	01.09.25
Statement authorised by	Lorraine Wright
Pupil premium lead	Lee Daubney
Governor / Trustee lead	Gareth Baynon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,708
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,708

## **Part A: Pupil premium strategy plan**

## Statement of intent

At Elmlea, we have high aspirations and ambitions for all our children, and we believe that every child should have equal access to all opportunities. We strongly believe that every pupil, given the right support and expectations, can be motivated to have a passion and thirst for knowledge, and with dedication and commitment to learning, can achieve success in school. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the school's own budgets, will enable us to meet the needs of all our disadvantaged children.

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.

Our Pupil Premium budget has been used to provide a range of additional support for our children and these interventions, along with quality first teaching, have continued to have a positive impact on children's attainment and confidence.

Through targeted interventions, we are working hard to eliminate barriers to learning and progress. One of the Trusts' aims is to ensure that ALL groups of pupils make good progress in order to reach age-related expectations as they move through the Infant and Junior schools. Targeted support is being provided through one-to-one and small group tuition. These interventions support children in knowing where they are and what their next steps are in learning.

By using the interventions and pupil premium support, we hope to eliminate any barriers to the child's learning. The support offered will be tailored to the needs of the individual child. For some, it may be play therapy or a mentor to support the child's emotional well-being, while for other children it may be in the form of enrichment activities or one to one tuition to close the gaps in maths and English.

To ensure our interventions 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

### How do we measure the Impact of Pupil Premium?

At Elmlea, our continuous cycle of data collection and tracking attainment will be used to inform pupil progress. This enables the early identification of need and subsequent appropriate support and necessary intervention.

Pupil Progress Review meetings take place 3 times a year and, where possible, include the Executive Headteacher (Lorraine Wright), the Deputy Headteachers, the class teacher and the Inclusion Lead/SENDCo.

At each Pupil Progress Review meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the schools will look at all pupils across the Trust. There are some pupils who are not eligible for Pupil Premium but would benefit from involvement in the intervention groups. These children will be included within these groups and their needs will be met alongside Pupil Premium children.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, during our current 3-year plan:

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Engagement in learning/effective learning behaviours
2	Individual, specific difficulties with key skills in core subjects; especially English writing
3	Lack of subject knowledge and understanding of the world around them
4	Managing emotional/relationship challenges in behaviour.
5	Attendance and punctuality – poor attendance affects progress and attainment and attitudes to 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.

## Activity in this academic year

Ch.	Intended outcome	Success criteria
1	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in lessons plus meetings with pupils and parents will be used to assess engagement.</p>	<ul style="list-style-type: none"> <li>-Pupils achieve learning objective in majority of lessons</li> <li>-Pupils can talk about their learning and their success/areas of development with confidence/understanding.</li> <li>-Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.</li> </ul>
2	<p><b>Pupils' attainment will increase and progress will be in line with or above peers</b></p> <p><b>How?</b> formative and summative assessment methods and data tracking will be used to assess attainment and progress.</p>	<ul style="list-style-type: none"> <li>-Pupils' age standardised scores will improve in reading and maths and more pupils reaching EXS within writing.</li> <li>-Pupils' will either make age-related expectations in all subject areas or will make good progress to be closer to attaining these standards.</li> <li>-Some pupils will make greater depth in some subjects and expectation for attainment will always be high.</li> </ul>
3	<p><b>Pupils have deeper knowledge of subjects and world around them</b></p> <p><b>How?</b> enjoyment and participation in learning activities will increase, children will develop positive learning behaviours.</p>	<ul style="list-style-type: none"> <li>-Pupils attend all trips, have opportunities to participate in enrichment activities and have opportunities for 1:1 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap.</li> </ul>
4	<p><b>Pupils' confidence and self-worth and engagement will improve</b></p> <p><b>How?</b> Purple Learning and Growth Mindset strategies taught across the Trust and CPD provided to support teachers. In-school mentoring system offered, alongside Play Therapy sessions, for pupils who would benefit. Jigsaw PSHE scheme used across the Trust to promote a healthy mindset too.</p>	<ul style="list-style-type: none"> <li>-Pupils will have positive attitudes towards learning and to themselves and others.</li> <li>-Pupils will speak positively and confidently about their learning, experiences and own perceived abilities across the curriculum.</li> <li>-Pupils will utilise 'Purple Learning' strategies within lessons and will demonstrate a 'Growth Mindset'.</li> </ul>
5	<p><b>Pupils' attendance and punctuality will be in line with school expectations</b></p> <p><b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance</p>	<ul style="list-style-type: none"> <li>- Pupils will be in school promptly to start the school day</li> <li>-Pupils' attendance records will be in line with school average.</li> </ul>

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: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Leaders plan opportunities to review curriculum content and ensure effective CPD for staff in order to ensure mastery of the curriculum and to meet the needs of all disadvantaged children.</i></p> <p><i>Investment and commitment made to upskill staff knowledge in all areas of the curriculum through effective CPD; particularly within the core subjects. Additionally, investment in effective ECT programmes.</i></p> <p><i>Outstanding phonics curriculum delivered in KS1, and maintained across KS2.</i></p> <p><i>Trust-wide priority to develop writing pedagogy and approaches to literacy development,</i></p> <p><i>Implementation of NCTEM approach to maths to prioritise oracy and presenting learning in smaller blocks.</i></p>	<p><b>Quality First Teaching</b></p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">EEF   Early Mathematics</a></p>	<p>1,2,3</p>

<p><i>Teaching to be adapted for SEND children across the Trust</i></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.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	
---	---	--

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

Budgeted cost: **£3,708**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions will improve pupil engagement and progress for those children most impacted academically by school closure or who may experience other barriers to learning, including Adverse Childhood Experiences.</i></p> <p><i>Recruitment of high-quality support teachers/LSAs to support specific learning needs through small group activities and 1:1 support.</i></p> <p><i>Support given for development in phonics, reading writing and maths, including personalised learning programmes to support specific needs.</i></p> <p><i>Precise, effective feedback planned for and delivered throughout lessons, or appropriately timed afterwards, to support pupils to progress within lessons.</i></p>	<p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes:</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Feedback   EEF</a></p>	<p>1,2,3,4</p>



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trust-wide CPD on behaviour management and anti-bullying approaches with the aim of promoting our school values to ensure a positive learning culture.</i></p> <p><i>Investment in additional playtime supervision to support specific children with social and emotional issues.</i></p>	<p>Misbehaviour in lessons can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p><i>Play therapist to work with identified children to develop social and emotional skills.</i></p> <p><i>Learning Together Groups to support social development and learning behaviours.</i></p> <p><i>Internal mentoring to support emotional and social behavior.</i></p> <p><i>Pastoral Lead to support pupils across the Trust.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	1,2,3,4
<p><i>Additional funding for enrichment activities e.g. music lessons, singing lessons, priority given to after school clubs led by outside agencies.</i></p>	<p>EEF believe that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	3

<p><i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</i></p> <p><i>Providing Education Welfare Support for those families in most need to help increase attendance and punctuality.</i></p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>5</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £38,708**

[Plus additional top-ups from school funding]

## 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 **2023 to 2024** academic year.

2. Attainment this year		Key: PP Regressed PP Remained PP Progressed					
Year Group: [No. of pupils]	No. of PP:	READING [% ARE PP/Non PP]		WRITING [% ARE PP/Non PP]		MATHS [% ARE PP/Non PP]	
		AUT 1	SUM	AUT 1	SUM	AUT 1	SUM
Y3 [96]	5	40/66	40/75	20/66	40/76	40/89	40/90
Y4 [97]	8	76/82	76/93	63/68	63/88	75/77	75/84
Y5 [92]	3	100/94	100/98	67/83	33/87	67/81	100/99
Y6 [81]	6	34/76	34/92	17/63	33/72	0/65	33/85

As acknowledged by the **DFE** guidance, a lot of PP progress is not reflected within the data. They advise that schools should “*use data that does not focus purely on pupil outcomes.*”

Whilst data is shown here as a comparison to the wider cohort, below follows a more general evaluation of where our PP pupils are in terms of their wider progress. Data was taken from curriculum monitoring, Pupil Progress Meetings [PPMs], monitoring of school interventions, ‘Pupil Voice’ discussions and the recording of extra-

4. Intended Outcomes [as part of 3 year ongoing PP Strategy]:			
Ch.	Intended outcome	Success criteria	Impact
2	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in lessons plus meetings with pupils and parents will be used to assess engagement.</p>	<p>-Pupils achieve learning objective in majority of lessons</p> <p>-Pupils can talk about their learning and their success/areas of development with confidence/understanding.</p> <p>-Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.</p>	<p>-Curriculum leaders report that pupils; including PP pupils speak highly about their lessons. They can explain, confidently, what material they have covered and give examples of lessons that they have enjoyed.</p> <p>-Learning walks, and our recent OFSTED inspection, have shown PP pupils engaged within, and accessing, lessons alongside their peers.</p>

			<p>-Subject monitoring of pupil outcomes has shown the majority of PP reaching LOs or have differentiated activities/resources in order to access the LO.</p> <p>-Apart from specific PP pupils with SEMH/ACEs, CPOM incidents continue to show very low numbers of incidents involving PP pupils. Additionally, some specific PP pupils with high SEMH/ACEs have completely reintegrated back into the fulltime classroom timetable and their 1:1's report success with both pupil engagement and confidence .</p>
1/3	<p><b>Pupils' attainment will increase and progress will be in line with or above peers</b></p> <p><b>How?</b> formative and summative assessment methods and data tracking will be used to assess attainment and progress.</p>	<p>-Pupils' age standardised scores will improve in reading and maths.</p> <p>-Pupils' will either make age-related expectations [ARE] in all subject areas or will make good progress to be closer to attaining these standards.</p> <p>-Some pupils will make greater depth in some subjects and expectation for attainment will always be high.</p>	<p>-Maths data for PP pupils shows significant progress in most year groups.</p> <p>-As a whole, whilst individual PP pupils are making good progress, numbers of PP meeting age-related expectations aren't currently in line with each wider cohort. A very small proportion of PP pupils with SEMH/ACEs within each year group have affected data.</p> <p>-Numbers of PP working at GD are still relatively low. This remains an action point to take forward.</p>
4	<p><b>Pupils have deeper knowledge of subjects and world around them</b></p> <p><b>How?</b> enjoyment and participation in learning activities will increase, children will develop positive learning behaviours.</p>	<p>-Pupils attend all trips, have opportunities to participate in enrichment activities and have opportunities for 1:1 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap.</p>	<p>-Enrichment for PP pupils has remained a priority investment amongst staff eg. Play Therapy, Shine sports clubs, personalized book orders, subsidised trips (eg. MOJO, Wild Place), attendance in alternative learning provisions.</p> <p>-LSAs and class teachers have continued to run interventions for relevant PP pupils in areas including SEMH, phonics or reading, grammar and maths to continue to narrow gaps.</p>
5	<p><b>Pupils' confidence and self-worth and engagement will improve</b></p> <p><b>How?</b> enjoyment</p>	<p>-Pupils will have positive attitudes to learning and to themselves and others and adopt a growth mindset.</p>	<p>-[as Ch. 2] Curriculum leaders report that pupils; including PP pupils speak highly about their lessons. They can explain, confidently, what material they have covered and give examples of lessons that they have enjoyed.</p> <p>-Staff mentoring systems have worked well with supporting selected PP pupils.</p> <p>-Pupil Progress Meetings [PPM] have evidenced that the majority of PP pupils have developed in confidence; including most PP pupils with SEMH/ACEs, who are learning to self-regulate and adopt a growth mindset. A small number of these pupils are still receiving high amounts of SLT support.</p>

			-Learning walks and opportunities for 'pupil voice' discussions show PP pupils are applying purple learning/growth mindset attitudes towards their learning.
6	<p><b>Pupils' attendance and punctuality will be in line with school expectations</b></p> <p><b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance</p>	<p>- Pupils will be in school promptly to start the school day</p> <p>-Pupils' attendance records will be in line with school average.</p>	-Attendance records reveal that attendance for the academic year for Junior school PP pupils is at <b>94.2%</b> across the 22 pupils with 5 PP pupils bringing the average down. SLT have followed up these as individual cases and continue to work closely with these families.

**5. Additional Next Steps for PP Strategy 2024-2025 [based upon ongoing monitoring of intended outcomes]:**

-A specific focus upon PP reading and writing is needed.

-Continue with the successful transition plan and altered provision (phonics sessions being taught and longer transition period timetabled to adjust to the Junior school demands) for the Y2 cohort going into Y3 in order to support writing. LSA interventions to pick up PP pupils that are off-track.

-Increased awareness for subject leaders of promoting numbers of PP pupils obtaining GD levels across the board, where reasonable.

-Enrichment opportunities and a wider school awareness of 'cultural capital' for PP pupils remain priorities for each curriculum team in order to support our most disadvantaged pupils.

**Externally provided programmes**

Programme	Provider

## Elmlea Infant School: Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>Elmlea Infant School</b>
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	[3 Years incl. 2024-27] Current strategy : <b>2024-2025</b>
Date this statement was published	08.09.24
Date on which it will be reviewed	01.09.25
Statement authorised by	Lorraine Wright
Pupil premium lead	Inka Vann-Kemppainen
Governor / Trustee lead	Gareth Baynon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,998
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,998

## **Part A: Pupil premium strategy plan**

## Statement of intent

At Elmlea, we have high aspirations and ambitions for all our children, and we believe that every child should have equal access to all opportunities. We strongly believe that every pupil, given the right support and expectations, can be motivated to have a passion and thirst for knowledge, and with dedication and commitment to learning, can achieve success in school. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the school's own budgets, will enable us to meet the needs of all our disadvantaged children.

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.

Our Pupil Premium budget has been used to provide a range of additional support for our children and these interventions, along with quality first teaching, have continued to have a positive impact on children's attainment and confidence.

Through targeted interventions, we are working hard to eliminate barriers to learning and progress. One of the Trusts' aims is to ensure that ALL groups of pupils make good progress in order to reach age-related expectations as they move through the Infant and Junior schools. Targeted support is being provided through one-to-one and small group tuition. These interventions support children in knowing where they are and what their next steps are in learning.

By using the interventions and pupil premium support, we hope to eliminate any barriers to the child's learning. The support offered will be tailored to the needs of the individual child. For some, it may be play therapy or a mentor to support the child's emotional well-being, while for other children it may be in the form of enrichment activities or one to one tuition to close the gaps in maths and English.

To ensure our interventions 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

### How do we measure the Impact of Pupil Premium?

At Elmlea, our continuous cycle of data collection and tracking attainment will be used to inform pupil progress. This enables the early identification of need and subsequent appropriate support and necessary intervention.



Pupil Progress Review meetings take place 3 times a year and, where possible, include the Executive Headteacher (Lorraine Wright), the Deputy Headteachers, the class teacher and the Inclusion Lead/SENDCo.

At each Pupil Progress Review meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the schools will look at all pupils across the Trust. There are some pupils who are not eligible for Pupil Premium but would benefit from involvement in the intervention groups. These children will be included within these groups and their needs will be met alongside Pupil Premium children.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, during our current 3-year plan:

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Engagement in learning/effective learning behaviours
2	Individual, specific difficulties with key skills in core subjects; especially English writing
3	Lack of subject knowledge and understanding of the world around them
4	Managing emotional/relationship challenges in behaviour.
5	Attendance and punctuality – poor attendance affects progress and attainment and attitudes to 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.

Ch.	Intended outcome	Success criteria
1	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in lessons plus meetings with pupils and parents will be used to assess engagement.</p>	<ul style="list-style-type: none"> <li>-Pupils achieve learning objective in majority of lessons</li> <li>-Pupils can talk about their learning and their success/areas of development with confidence/understanding.</li> <li>-Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.</li> </ul>
2	<p><b>Pupils' attainment will increase and progress will be in line with or above peers</b></p> <p><b>How?</b> formative and summative assessment methods and data tracking will be used to assess attainment and progress.</p>	<ul style="list-style-type: none"> <li>-Pupils' age standardised scores will improve in reading and maths and more pupils reaching EXS within writing.</li> <li>-Pupils' will either make age-related expectations in all subject areas or will make good progress to be closer to attaining these standards.</li> <li>-Some pupils will make greater depth in some subjects and expectation for attainment will always be high.</li> </ul>
3	<p><b>Pupils have deeper knowledge of subjects and world around them</b></p> <p><b>How?</b> enjoyment and participation in learning activities will increase, children will develop positive learning behaviours.</p>	<ul style="list-style-type: none"> <li>-Pupils attend all trips, have opportunities to participate in enrichment activities and have opportunities for 1:1 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap.</li> </ul>
4	<p><b>Pupils' confidence and self-worth and engagement will improve</b></p> <p><b>How?</b> Purple Learning and Growth Mindset strategies taught across the Trust and CPD provided to support teachers. In-school mentoring system offered, alongside Play Therapy sessions, for pupils who would benefit. Jigsaw PSHE scheme used across the Trust to promote a healthy mindset too.</p>	<ul style="list-style-type: none"> <li>-Pupils will have positive attitudes towards learning and to themselves and others.</li> <li>-Pupils will speak positively and confidently about their learning, experiences and own perceived abilities across the curriculum.</li> <li>-Pupils will utilise 'Purple Learning' strategies within lessons and will demonstrate a 'Growth Mindset'.</li> </ul>
5	<p><b>Pupils' attendance and punctuality will be in line with school expectations</b></p> <p><b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance</p>	<ul style="list-style-type: none"> <li>- Pupils will be in school promptly to start the school day</li> <li>-Pupils' attendance records will be in line with school average.</li> </ul>

## 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: **£2,998**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Leaders plan opportunities to review curriculum content and ensure effective CPD for staff in order to ensure mastery of the curriculum and to meet the needs of all disadvantaged children.</i></p> <p><i>Investment and commitment made to upskill staff knowledge in all areas of the curriculum through effective CPD; particularly within the core subjects. Additionally, investment in effective ECT programmes.</i></p> <p><i>Outstanding phonics curriculum delivered in KS1, and maintained across KS2.</i></p> <p><i>Trust-wide priority to develop writing pedagogy and approaches to literacy development,</i></p> <p><i>Implementation of NCTEM approach to maths to prioritise oracy and presenting learning in smaller blocks.</i></p>	<p><b>Quality First Teaching</b></p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1,2,3</p>

<p><i>Teaching to be adapted for SEND children across the Trust</i></p>	<p><a href="#">EEF   Early Mathematics</a></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.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	
---	--	--

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

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions will improve pupil engagement and progress for those children most impacted academically by school closure or who may experience other barriers to learning, including Adverse Childhood Experiences.</i></p> <p><i>Recruitment of high-quality support teachers/LSAs to support specific learning needs through small group activities and 1:1 support.</i></p> <p><i>Support given for development in phonics, reading writing and maths, including personalised learning programmes to support specific needs.</i></p> <p><i>Precise, effective feedback planned for and delivered throughout lessons, or appropriately timed afterwards, to</i></p>	<p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes:</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Feedback   EEF</a></p>	<p>1,2,3,4</p>

support pupils to progress within lessons.		
--	--	--

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trust-wide CPD on behaviour management and anti-bullying approaches with the aim of promoting our school values to ensure a positive learning culture.</i></p> <p><i>Investment in additional playtime supervision to support specific children with social and emotional issues.</i></p>	<p>Misbehaviour in lessons can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p><i>Play therapist to work with identified children to develop social and emotional skills.</i></p> <p><i>Learning Together Groups to support social development and learning behaviours.</i></p> <p><i>Internal mentoring to support emotional and social behavior.</i></p> <p><i>Pastoral Lead to support pupils across the Trust.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	1,2,3,4
<p><i>Additional funding for enrichment activities e.g. music lessons, singing</i></p>	<p>EEF believe that enriching education has intrinsic benefits. We think all children, including those from disadvantaged</p>	3

<p><i>lessons, priority given to after school clubs led by outside agencies.</i></p>	<p>backgrounds, deserve a well-rounded, culturally rich, education.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p><i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</i></p> <p><i>Providing Education Welfare Support for those families in most need to help increase attendance and punctuality.</i></p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	5
<p><i>Contingency fund for acute issues.</i></p>	<p>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.</p>	All

**Total budgeted cost: £ 31, 998**

[Plus additional top-ups from school funding]

## 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 2023 to 2024 academic year.

Phonics screening and SATS results:

2. Current Attainment							
Key: <span style="background-color: red; color: white;">PP Regressed</span> <span style="background-color: yellow;">PP Remained</span> <span style="background-color: green;">PP Progressed</span>							
Year Group: [No. of pupils]	No. of PP:	READING [% ARE PP/Non PP]		WRITING [% ARE PP/Non PP]		MATHS [% ARE PP/Non PP]	
		AUT 1	SUM	AUT 1	SUM	AUT 1	SUM
Reception [90]	10	50/69	70/90	40/62	60/82	30/56	80/87
Y1 [90]	5	60/70	100/86	80/71	60/75	80/87	100/85
Y2 [90]	4	40/71	80/85	40/76	20/71	60/81	60/80

As acknowledged by the [DFE guidance](#), a lot of PP progress is not reflected within the data. They advise that schools should “*use data that does not focus purely on pupil outcomes.*”

Whilst data is shown here as a comparison to the wider cohort, below follows a more general evaluation of where our PP pupils are in terms of their wider progress. Data was taken from curriculum monitoring, Pupil Progress Meetings [PPMs], monitoring of school interventions, ‘Pupil Voice’ discussions and the recording of extra-

### 3. Barriers to future attainment identified [as part of 3-year ongoing PP Strategy]:

Challenge number	Detail of challenge
1	Impact of school closures due to COVID on progress and attainment.
2	Engagement in learning/effective learning behaviours
3	Individual, specific difficulties with key skills in English and maths
4	Lack of subject knowledge and understanding of the world around them
5	Managing emotional/relationship challenges in behaviour.
6	Attendance and punctuality – poor attendance affects progress and attainment and attitudes to learning.

4. Intended Outcomes [as part of 3 year ongoing PP Strategy]:			
Ch.	Intended outcome	Success criteria	Impact
2	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in lessons plus meetings with pupils and parents will be used to assess engagement.</p>	<ul style="list-style-type: none"> <li>-Pupils achieve learning objective in majority of lessons</li> <li>-Pupils can talk about their learning and their success/areas of development with confidence/understanding.</li> <li>-Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum leaders report that pupils; including PP pupils speak highly about their lessons. They can explain, confidently, what material they have covered and give examples of lessons that they have enjoyed.</li> <li>-Learning walks, and our recent OFSTED inspection, have shown PP pupils engaged within, and accessing, lessons alongside their peers.</li> <li>-Subject monitoring of pupil outcomes has shown the majority of PP reaching LOs or have differentiated activities/resources in order to access the LO.</li> <li>-Apart from specific PP pupils with SEMH/ACEs, CPOM incidents continue to show very low numbers of incidents involving PP pupils. Additionally, some specific PP pupils with high SEMH/ACEs have completely reintegrated back into the fulltime classroom timetable and their 1:1's report success with both pupil engagement and confidence.</li> </ul>
1/3	<p><b>Pupils' attainment will increase and progress will be in line with or above peers</b></p> <p><b>How?</b> formative and summative assessment methods and data tracking will be used to assess attainment and progress.</p>	<ul style="list-style-type: none"> <li>-Pupils' age standardised scores will improve in reading and maths.</li> <li>-Pupils' will either make age-related expectations [ARE] in all subject areas or will make good progress to be closer to attaining these standards.</li> <li>-Some pupils will make greater depth in some subjects and expectation for attainment will always be high.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading and Maths data for PP pupils shows significant progress in most year groups.</li> <li>-PP in EYFS in particular have made excellent progress.</li> <li>-As a whole whilst individual PP pupils are making good progress, numbers of PP meeting age-related expectations aren't currently in line with the wider cohort.</li> <li>-Numbers of PP working at GD are still relatively low. This remains an action point to take forward.</li> </ul>
4	<p><b>Pupils have deeper knowledge of subjects and world around them</b></p> <p><b>How?</b> enjoyment and participation in learning activities will increase, children will develop positive learning behaviours.</p>	<ul style="list-style-type: none"> <li>-Pupils attend all trips, have opportunities to participate in enrichment activities and have opportunities for 1:1 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap.</li> </ul>	<ul style="list-style-type: none"> <li>-Enrichment for PP pupils has remained a priority investment amongst staff eg. Play Therapy, Shine sports clubs, personalized book orders, subsidised trips (eg. MOJO, Wild Place), attendance in alternative learning provisions.</li> <li>-LSAs and class teachers have continued to run interventions for relevant PP pupils in areas including SEMH, phonics or reading, grammar and maths to continue to narrow gaps.</li> </ul>



5	<p><b>Pupils' confidence and self-worth and engagement will improve</b>  <b>How?</b> enjoyment</p>	<p>-Pupils will have positive attitudes to learning and to themselves and others and adopt a growth mindset.</p>	<p>-[as Ch. 2] Curriculum leaders report that pupils; including PP pupils speak highly about their lessons. They can explain, confidently, what material they have covered and give examples of lessons that they have enjoyed.</p> <p>-Staff mentoring systems have worked well with supporting selected PP pupils.</p> <p>-Pupil Progress Meetings [PPM] have evidenced that the majority of PP pupils have developed in confidence; including most PP pupils with SEMH/ACEs, who are learning to self-regulate and adopt a growth mindset. A small number of these pupils are still receiving high amounts of SLT support.</p> <p>-Learning walks and opportunities for 'pupil voice' discussions show PP pupils are applying purple learning/growth mindset attitudes towards their learning.</p>
6	<p><b>Pupils' attendance and punctuality will be in line with school expectations</b>  <b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance</p>	<p>- Pupils will be in school promptly to start the school day</p> <p>-Pupils' attendance records will be in line with school average.</p>	<p>-Attendance data for the Infant school shows an average PP attendance rate of <b>94.7%</b> for the academic year across the 19 pupils. Again, 2 PP pupils affecting average result with attendance below 90%. SLT working closely with these families.</p>

**5. Additional Next Steps for PP Strategy 2024-2025 [based upon ongoing monitoring of intended outcomes]:**

-A focus upon KS1 PP writing to narrow the gap with their peers.

-Continue the successful transition plan and altered provision (phonics sessions being taught and longer transition period timetabled to adjust to the Junior school demands) for the Y2 cohort going into Y3. LSA interventions to pick up PP pupils that are off-track in writing and maths in particular.

-Increased awareness for subject leaders of promoting numbers of PP pupils obtaining GD levels across the board, where reasonable.

-Enrichment opportunities and a wider school awareness of 'cultural capital' for PP pupils remain priorities for each curriculum team in order to support our most disadvantaged pupils.

## Externally provided programmes

Programme	Provider