Pupil premium strategy statement-The Elms Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academicyear.

School overview

Detail	Data
Number of pupils in school	226 (Reception-Yr6)
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-26 2026-27 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Joseph Rubba
Pupil premium lead	Shelley McIntosh
Governor / Trustee lead	Sarah Nisbett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,032.50
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*	£79,032.50

Part A: Pupil premium strategy plan

Statement of intent

At The Elms Primary School, we provide high quality teaching with an inclusive culture, so we broaden the horizons of all our pupils from the earliest opportunity to achieve personal excellence and make a positive difference to their world.

- All children, irrespective of their social or economic background, are included in all aspects of school life.
- A carefully sequenced curriculum is designed to understand children's starting points and acknowledge children's previous knowledge and experiences.
- Opening learners' minds and expanding the breadth of their experiences underpins the curriculum; challenging the assumptions of our learners and building on what they already know; developing their understanding of equality, diversity and inclusion.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to get to where you want to be.
- Mapping enrichment opportunities both within the curriculum and across the wider school ensure that the enrichment offer for all economically disadvantaged pupils is equitable.
- We recognise that not all pupils who are economically disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being economically disadvantaged.
- The Elms is aware that the challenges faced by children receiving Pupil Premium funding are varied and there is no "one size fits all".
- Pupil premium funding will be allocated following a needs analysis and evidence from the class teacher, Inclusion lead and others, which will identify priority classes, groups or individuals.

Challenges

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

To support all children and engage disadvantaged learners, reading is a thread through all challenges across the school.

Challenge number	Detail of challenge
1. Engagement in learning and wider school life	Within lessons, not all children are active learners. Passivity in lessons and inconsistent learning behaviours can contribute to missed learning opportunities. Staff knowledge of individual children does not consistently allow for intentional intervention, support or challenge, therefore reducing pupil engagement. Although priority is given to children in receipt of pupil premium, the engagement in enrichment activities by this group is not in line with their peers.
2. Sense of belonging	At present 78% of parents would recommend our school. Many of those parents who did not reply are in receipt of pupil premium funding. Some parents are quick to contact the school and see their views as 'complaints', as a school we welcome parental discussions and challenges and see these as opportunities to reflect. The attendance of parents in receipt of pupil premium at workshops and open afternoons is not in line with parents of pupils not in receipt of this funding. Roles and responsibilities of pupils have helped create an increase in belonging, however the number of pupil premium engaging in these responsibilities is not in line with their peers.
3. Attainment	Pupil premium children are not achieving the same academic outcomes of their peers. In particular, the progress made by pupil premium children in English is less than their peers. At the End of Key Stage 2, 76% achieved EXS+ in reading and 70% in writing compared to 65% and 52% respectively for Pupil Premium students. This gap increases for greater depth. This trend is throughout the school.
4. SEMH and Wellbeing	A small number pupil premium children's circumstances has affected their ability to form relationships, manage emotions, and engage in learning. For some children's complex home environments can lead to challenges transitioning into school life. Additional or mental health needs of children and parents may go unrecognized or unaddressed due to stigma or lack of awareness among families.
5. Attendance	In 2024-25, 30 out of 81 pupil premium children are below 90% attendance. Their attendance impacts their belonging and their engagement in learning resulting in poorer progress. In Sept 2025, 66% of children who are persistently absent are PP children.

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
Challenge 1: All children embrace every learning opportunity. All teachers, engage all children, in all lessons, so that every child accesses every opportunity for personal excellence.	1. Active Participation: Children are actively involved in lessons through questioning, discussion, collaboration, or focused tasks. Explicit instruction is concise and impactful. 2. Positive Attitudes: At least 90% of students report enjoying learning and feeling motivated to try new challenges (via surveys or reflections). 3. Task design and challenge: Lessons are consistently adapted to meet the needs of all learners, including those with SEND, EAL, and high prior attainment. 4. Enrichment uptake for pupil premium children is increased by 10% 5. Oracy activities and teaching supports children's ability to share fluently, articulately and confidently to build their speaking and listening skills.
Challenge 2: All parents feel that they belong in the school setting. Communications between home and school are positive and support all children to thrive. More children feeling a part of the community, will help increase their desire to be part of school life.	1. Survey Results: At least 95% of stakeholders report feeling welcomed, respected, and valued in annual parent surveys. 2. Positive Interactions: Observations and reports show consistent respectful and inclusive interactions among students, staff, and families. 3. Equity in Access: All students and families have equitable access to school resources, extracurricular activities and support services. 4. Participation- increased uptake in school involvement e.g. parent workshops and open afternoons. 5. Parents and carers receive timely and effective support in identifying and addressing needs. 6. HSLW prioritises support for families in receipt of PPG.
Challenge 3: Pupils in receipt of Pupil Premium funding make accelerated progress and achieve outcomes in English in line with or above national expectations, reducing the gap between them and their non-disadvantaged peers.	1. Achievement Gaps: Attainment and progress between different groups in English (e.g., disadvantaged vs. non-disadvantaged) is line with their peers. Increase in attainment from 45% in Year 6 Writing to 50%. 2. Lesson Observations: Teaching is consistently inclusive and adaptive, with PP pupils actively engaged and supported in all lessons. 3. Pupil progress meetings to highlight key pupils in receipt of pupil premium.

Challenge 4: Parents and families in receipt of pupil premium are able to identify their needs and know strategies to support wellbeing and SEMH.	1. Parents and carers are accessing support, signposting to support from the MHST & HSLW 2. Children have a greater awareness of their own and others mental health and have strategies to support them in maintaining a positive mental health. 3. Children can support themselves and others- Regulating behaviours- ZOR, Nest- strategies
Challenge 5: Reduce persistent absenteeism so that Pupil Premium children are in line with national (4.8%)	1. Demonstrate improved levels in whole school persistent absence so that percentages between disadvantaged pupils and other pupils is in line. 2. Pupils and families speak positively about The Elms Primary School, experiences and opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff Delivery of Oracy training will be given to all staff by Will Ord in January 2025. Monitoring of impact to be ongoing over the academic year. Release for staff for buddying and mentoring to support individual targets for high quality teaching and learning.	CPD to develop oracy across the school; improving learning behaviours through high quality teaching and learning. Oracy can be seen as the 'golden ticket' for academic success and positive outcomes. By developing staff understanding of implementing and modelling positive oracy in lessons, children will be given opportunities to thrive. Embedding, building and sustaining confidence in oral language. Teaching from skilled staff supports disadvantaged pupils to make the most progress. Supporting staff in their delivery of lessons through staff peer mentoring enables staff to see teaching and learning in action in other classes and improve the practice of both buddies.	1 2 3 4

Securing consistent teaching and learning	– The EEF Guide to supportingschool planning: a Tiered Approach to Pupil Premium.	
Assessment and attainment FFT and pupil progress meetings will highlight the academic attainment and progress of economically disadvantaged pupils. Effective feedback as a tool for assessment, challenge or support.	Staff have received CPD around assessment in 2024-25. These processes are now embedding and as such staff are becoming more confident in understanding next steps for all pupils. At Pupil Progress meetings, staff will forensically reflect on Pupil Premium students to ensure attainment gaps are closed and pupils in receipt of pupil premium are in line with their peers. Pupils are provided with effective feedback. This is well-evidenced and has high impact on learning outcomes, especially for disadvantaged learners. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF –Teaching and Learning Toolkit – Feedback	3
CPD for aspects of the SDP. Challenge and support for all.	Lesson and task design is developed to include an aspect of challenge for all pupils. No ceiling is placed on any learner, particularly those from economically disadvantaged backgrounds to achieve.	3 1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Support	Evidence shows that poor reading ability causes reduced engagement in learning and in the longer term, reduced school attendance. Targeted, daily sessions for	1 2 3 4

	the most vulnerable pupils will improve outcomes in all areas. EEF 2023	5
Year 6 Interventions	Targeted support and intervention for year 6 children in preparation for their Year 6 SATs. https://www.gov.uk/government/publications/the-pupil- premium-how-schools-are-spending-the-funding-successfully	3
First 20% of readers	All children who are in the first 20% of children to receive frequent reading with an adult. Specific reading interventions for children in receipt of PPG who are at risk of under achievement.	1 3
Fast track and fresh-start Read Write Inc.	Read Write Inc interventions of Fresh Start and Fast Track tutoring class attainment gaps for pupils, with a focus on economically disadvantaged pupils.	3

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

Budgeted cost: £39,032.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities for pupils.	A range of outward looking opportunities will be provided for pupils from economically disadvantaged backgrounds. Trust sporting, science, oracy and performance opportunities will be further enhanced with additional external opportunities using STEM and Military links. Opportunities, rewards and roles and responsibilities tracked to ensure range of children in receipt of access.	1 2
Pastoral and Wellbeing support	*The Nest* provision is widely used by children in receipt of pupil premium. The breakfast sessions, offer an opportunity for wellbeing check-ins and to ensure regulation before commencing learning. The space is available throughout the school day and is supported by our ELSA and Drawing Talking qualified practitioner. https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf	4 5
Attendance Strategies	Attendance team tracking and supporting attendance across the school. Home School Link Worker, Office staff and SLT work collaboratively to	5

	improve attendance through parental engagement, support and tracking. Breakfast club offered for PP pupils to increase attendance through soft start to the school day. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and- maths-res	
Parental Engagement	Homeschool link worker supports family engagement with school. *Helping Hands* events support external agencies to attend and support all of our families with targeted invites for some. Incentivised attendance at events with vouchers. CAMHs Mental Health Support Team and SLT work closely together to provide timely support for parents and pupils. Signposting in termly inclusion newsletters.	4
Support EDI and self reflection in the curriculum	Resources to support 'windows and mirrors' learning for pupils from economically disadvantaged backgrounds. The curriculum, texts and enrichment is aspirational for pupils- showing representation and aspiration by removing ceiling and presenting opportunities.	

Total budgeted cost: £79,032.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (Please see previous strategy for challenges and success criteria.)

Challenge 1:

National % EXS+		**All** (90)		**PP**(31)	
		EXS+	**GDS**	**EXS+**	**GDS**
%	**Reading**	76% (68)	33% (30)	65% (20)	23% (7)
%	**Maths**	76% (68)	22% (20)	55% (17)	16% (5)
%	**Writing**	70% (63)	14% (13)	52% (16)	13% (4)
%	**SPAG**	73% (66)	32% (29)	55% (17)	32% (10)
%	**Combined**	61% (55)	8% (7)	35% (11)	6% (2)

Pupils working at the expected level in all three core subjects and combined improved from the previous year. For PP children an increase from 53% to 65% in reading from the previous year indicates the improvement in teaching over the year. This is also evident in maths where previously 42% of pupils achieved the expected standard, this year it was 55%. Writing was disappointing with a decrease in expected writers in receipt of PP funding from 61% last year to 52% in 2025. Writing generally will be a focus for the school during the next academic year. For context this year, in the cohort of 90, 31 were in receipt of PP funding.

Challenge 2:

End of Key Stage 2

Working at Greater Depth (PP vs. rest of cohort) 2025

Subject	Reading		Writing		Maths	
Year Group	PP	Class	PP	Class	PP	Class
Year 1	0	13%	0	10%	0	17%
Year 2	16%	14%	0	3%	0	18%
Year 3	0	44%	0	13%	0	17%
Year 4	11%	35%	0	4%	0	8%
Year 5	12%	33%	12%	22%	25%	22%
Year 6	23%	33%	13%	14%	16%	22%

Greater Depth outcomes for children in receipt of pupil premium funding has improved over the last three years. In reading last year 5% of PP children achieved GD in Year 6 this year it was 23%. In Maths this year 22% achieved GD compared to 11% last year. Writing remained relatively similar with 11% of PP pupils achieving GD last year compared to 13% this year. The gap between PP pupils and the rest of their cohort is closing.

Year 1 to 5

The gap between non PP and PP pupils achieving GD is most significant in Maths and Writing. The introduction of a maths lesson structure in November has helped improved the amount of children working at the expected standard, but has yet to impact those working at expected. Writing is a whole school issue that will be the focus of teaching next academic year. In Reading PP children are significantly behind their peers achieving GD with the exception of Year 2.

Challenge 3:

Tracking and monitoring of PP parental engagement has been more focused this year. Pupil Premium coffee morning, had a limited uptake but was well staffed- inclusion lead, PP, HSLW and MHST present. Wider promotion of parents' assemblies where attendance monitored- PP parents increasing in attendance. After identifying poor attendance at parent's evenings in October by PP parents, targeted phone calls increased the attendance of these vulnerable families in March. SLT present on the school gate daily, friendly and welcoming to build relationships. Open afternoons were well attended by PP parents- 88% uptake.

Challenge 4:

Pupil voice shows that most children enjoy coming to The Elms, 87%- however in pupil premium children this was lower, 76%. In pupil voice, PP children said they found lessons interesting 'most of the time.' PP children are given first access to clubs and some sporting activities are promoted solely to PP children- these are funded by the school and had good uptake.

Challenge 5:

Attendance for PP children was 91.63% in 2024/25 attendance for non-PP was 96.15%. This was up from 91.05% in 2023/24, non-PP was 94.8%. Work to support PP families with school contracts began in Term 4. Letters to inform parents of persistent absence threshold and actions had a positive impact, with attendance increasing 2.34% after these letters. A few persistent absent PP children on parenting contracts, impacted the overall percentage. However PP children are still not in line with attendance of their peers.

The previous strategy is the end of the pupil premium strategy, our final assessment of the challenges:

Challenge 1: To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally by the end of KS2 in Reading, Writing, Maths and GSP	Met
Challenge 2: To increase the number of disadvantaged pupils who achieve Greater Depth at the end of KS1 and KS2.	Partially met
Challenge 3: To increase the engagement of parents	Met (more specificity needed)
Challenge 4: Provide opportunities through curriculum intent and implementation to allow pupils to have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Partially met
Challenge 5: To ensure that the attendance of pupils in receipt of PPG is above national average, with a further reduction in the % of persistently absent children	Not met (more specificity needed around target groups)

Externally provided programmes

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

Programme	Provider
Reading Eggs	Reading Eggs
TTRockstars Maths support	Play.ttrockstars.com
Zones of Regulation	Leah Kuypers

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Continued employment of full time Pastoral Lead who addresses the emotional needs of service children and supports family when parents are deployed. Assembly in April for the Month of the Military Child. Camo club occurs twice a term from a Trust wide specialist. Additional tutoring for Year 6 service pupils (2 children).
The impact of that spending on service pupil premium eligible pupils
Both Year 6 children achieved GDS in reading, maths and SPAG. Service children wellbeing improved and children whose parents are deployed feel well supported. The Pastoral Lead supported families with help with how to get support for holiday clubs and outside school l activities.