

Pupil Premium Strategy Statement

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	Elmridge Primary School
Number of pupils in school	239 (Nursery to year 6)
Proportion (%) of pupil premium eligible pupils	25 pupils - 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Bolton
Pupil premium lead	Rebecca Bolton
Governor / Trustee lead	Stephanie Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,457
Recovery premium funding allocation this academic year	£2,387
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	£30,844

Part A: Pupil premium strategy plan

Statement of intent

In making our decisions about using Pupil Premium funding we have considered carefully the context of our school and the subsequent challenges faced. Research conducted by EEF has then also been used to support the decisions around the usefulness of different strategies and their value for money. We recognise that the challenges facing our disadvantaged children are varied and some may have multiple vulnerabilities and there is no “one size fits all”. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially 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 socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate Teaching Assistants to classes to provide small group work focussed on overcoming gaps in learning
- 1-1 support focusing on any barrier(s) to learning which may be academic or pastoral
- Additional teaching and learning opportunities provided through additional school staff or external agencies
- Subsidised access to extracurricular activities, educational visits and residentials, ensuring children have first-hand experiences to apply to their learning in the classroom and an opportunity to develop wider cultural capital through Sports, Music and the Arts.
- Support for disadvantaged children to improve their behaviour including their attitude to, and behaviour for learning
- Support for disadvantaged children to improve their attendance and punctuality, allocating financial resources to overcoming economic barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	PP attendance is below non PP and 16% of persistent absentees are PP
2	Lack of participation in after school enrichment opportunities
3	Gaps in attainment in the pupil premium cohort exist, and more specifically the progress that pupil premium students make is typically lower than non-pupil premium students in core subjects.
4	Pupil premium students typically enter the EYFS phase with lower levels of speech, language and communication than their peers, as a result of limited access to nursery provision.

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
Sustain and improve attendance, especially in relation to Persistent Absence.	All identified PA students (PP) improve their attendance in line with targets set. Gap in attendance between PP and non-PP narrows, in relation to rates of attendance and persistent absence.
Improve access to a range of wider curriculum opportunities.	All PP students consistently access a minimum of 1 additional extracurricular activity or wider curriculum provision.
Improved progress of PP students in line with FFT targets for Maths, Writing and Reading.	PP Pupils in KS1 and KS2 improve progress towards FFT 50 targets in core subjects, compared to previous years and the starting points in academic year. Increased number of PP pupils meet Expected Standard in core subjects in KS1 and KS2, compared with previous years and starting points in academic year.
Raise Communication and language attainment and progress in EYFS	Attainment and progress data shows diminished difference between PP/ non-PP

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: CPD and personalised coaching support to focus on improving Quality First Teaching. Allocation of regular meeting time, CPD and INSET to focus on QFT</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium)</p>	<p>3</p>
<p>Purchase of a range of Little Wandle Phonics and reading materials to support the new statutory Phonics and Reading strategy.</p>	<p>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress’ ‘There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention’. (Education Endowment Foundation)</p>	<p>3 4</p>
<p>To use Reading Plus to support reading comprehension skills within KS2</p>	<p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ (EEF)</p>	<p>3</p>
<p>Whole school English focus: purchase of Spelling Shed subscription and Penpal Handwriting subscription to target improvements in Writing, Reading & Handwriting</p>	<p>‘Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning.despite our best efforts, a child from a disadvantaged background in England is still significantly more likely ... to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2’. (Professor Becky Francis, EEF)</p>	<p>3</p>
<p>To purchase and use Pathways to Write to improve pupils writing outcomes</p>	<p>Writing is a complex task because it requires pupils to coordinate a number of different processes at once. The Simple View of Writing⁵⁵ highlights three overarching processes that are</p>	<p>3</p>

	<p>essential to writing: • text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; • transcription—which enables the writer to move oral language into written language; and • executive functions—such as self-regulation (controlling one’s own behaviour, thoughts, and emotions), planning, problem-solving, and monitoring writing. When writing, pupils must coordinate these processes in their working memory (the brain’s system for holding and using information while completing a task). Working memory has a limited capacity so many children find this challenging. However, with extensive practice, explicit instruction, and encouragement pupils can become more adept at using these three overarching elements of writing and coordinating them in working memory can become less effortful. (EEF)</p>	
Whole Class Guided Reading/ clipboard reading	<p>On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)</p>	3
Whole scale review and development of provision in the EYFS phase, to include external review and audit of provision, purchase of a range of resources, CPD for EYFS practitioners.	<p>‘Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds’. (EEF)</p>	4

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

Budgeted cost: £22,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
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KS2 Reading intervention: Toe-by-Toe for the bottom 20%	'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average' 'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF Toolkit)	3
WellComm Interventions and CPD	Wellcomm screening, staff training and staff resource time enable us to track pupil's language, communication and interactions and implement interventions for those pupils who are not on track.	4
Whole school Phonics Interventions	The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	3
Math Challenge Club	Pupils are given opportunities to attend weekly after school club to stretch pupil's mathematics	2 3

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

Budgeted cost: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for students to access wider variety/additional after school clubs to improve wider curriculum access and provide cultural capital opportunities	'Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment....The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation)	2
Support for students to attend residential visits – Y4 & Y6 – in order to widen pupil experiences	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving,	2

and provide cultural capital opportunities	explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF	
After school clubs (various clubs throughout the year)	Due to financial constraints, many children may not have the opportunity to join out of school sports clubs/ activities. In providing free school run after school clubs, we aim to help widen pupils' life experiences and raise their aspirations.	1 2
Improve attendance/reduced Persistent Absenteeism through the use of Wellbeing team offer	'There's a clear link between poor attendance and lower academic achievement... 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C... Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years' (NFER)	1

Total budgeted cost: £30,844

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' attainment in the 2022 to 2023 academic year. The tables below display the % of children (All, PP and Non- PP) at ARE (Age Related Expectations).

Data for 2023

**For our KS2 attainment – there were only 2 children eligible for pupil premium funding. In KS1 there was on 1 child eligible.*

	2022 -2023 Outcomes		
End of KS2	PP	Non PP	ALL
% of Cohort	6%	94%	
Y6 RWM	0%	66%	66%
Y6 Reading	50%	80%	78%
Y6 Writing	0%	77%	72%
Y6 Maths	50%	83%	91%
Y6 Grammar, Punctuation and Spelling	50%	96%	94%
End of Reception	PP	Non PP	ALL
% of cohort	10%	90%	
Early Years Good Level of Development	0%	78%	70%
Year 1	PP	Non PP	ALL
% of cohort	11%	81%	
Y1 Phonics	100%	88%	86%
End of K1	PP	Non PP	ALL
% of cohort	3%	97%	

KS1 Reading	0%	69%	63%
KS1 Writing	0%	58%	53%
KS1 Maths	100%	72%	70%
KS1 RWM Combined	0%	48%	46%

As the data above shows, pupils eligible for pupil premium performed less well than those ineligible for pupil premium. However, it should be noted that in each year group the number of pupils is very low (less than 5). The most significant areas for improvement in 2022-2023 are attainment in Reading and Writing.

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
N/A	N/A

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.