

Pupil Premium Strategy Statement 2024-2027

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 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	Elaine Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	11 th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rupinder Bansil
Pupil premium lead	Rupinder Bansil
Governor / Trustee lead	Andrew Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(0)

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£205,720</p>
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Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners

We have forensically studied our data and based on our school led intelligence, we have reshaped our three year strategy to ensure that we are directing resources to tackle the known barriers.

We aim for all of our disadvantaged children to reach at least national expectations in all areas. We aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.

Through high-quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.

Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and books. Pupil Premium children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences.

We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them all to have access to a wide range of creative, cultural and sporting extra-curricular activities to enrich and widen their experiences.

Challenges:

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

Challenge number	Detail of challenge
1	There is a clear link between pupil premium and SEND children. Many of the PP children are also on the school's SEND register. Children who are SEN and PP have the biggest barriers to their learning and make the least in year progress out of all groups.
2	Pupil premium children have lower oral, language skills and reading skills than other pupils.
3	Pupil premium often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	The attendance of pupil premium children is lower than that of non-pupil premium children and they are overrepresented in our persistent absence figures.
5	Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties and skills.
6	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.

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
PP and SEND pupils are supported well to make good progress in their learning	Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points and progress is in line with others.
Improve oral, language and reading skills for PP children	By 2027 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced. End of key stages there will be no identified significant gaps between PP and their peers By 2027 the number of PP children that pass the phonics test in year 1 increases.
PP children have appropriate strategies to support their mental health. PP children and	PP children and their families will have an increased awareness of self regulation strategies to support their mental wellbeing.

parents have an understanding of healthy eating and appropriate exercise	Physical and mental wellbeing of all pupils is well supported within the school. Children understand the importance of making positive choices to engage in a healthy lifestyle.
Improved attendance and punctuality of PP children ensuring attendance is above the national average	The proportion of PP persistent absences is not greater than that of the main cohort
Ensure support, advice and signposting of external agencies is available to all families.	All families have a positive relationship with school and feel empowered to seek advice.
Curriculum design and enrichment activities raise aspirations for PP children	Children are able to talk confidently about their learning and the wider global curriculum. PP children demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in cultural activities and after school clubs by PP children

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: £185,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver early intervention of identified needs, and modelling strategies and providing tailored	Research shows (EEF) that early interventions have a positive impact on low income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.	1,2,3
SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days	In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children	1,2

<p>Early reading team to model/ team teach/ review/ evaluate early reading and phonics from Reception - year 2, including the introduction of a new Systematic Synthetic Phonics</p> <p>Speech and language screening to take place in Nursery and Reception Nov 2025</p>	<p>Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress</p>	<p>1,2,3</p>
<p>Instructional coaching is used to develop all teachers</p>	<p>Research shows that instructional coaching makes high-quality professional development for teachers. It helps teachers addressing issues they face in the classroom.. It can be aligned to curriculum and assessment. And its goal is twofold: improved teaching practice and improved student learning.</p>	<p>1,2,3</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions	Intensive small group tuition is effective for lower attaining groups	1,2
Before or after school booster groups	Intensive small group tuition is effective for lower attaining groups	1,2

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

Budgeted cost:£12,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer alongside senior leaders target PP children who are regular absentees and those who are at risk of becoming regular absentees. Introduce menu of incentives for pupils Nov 2025	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance	4, 5
Pastoral team to work with PP children with a focus on learning behaviours	Historical evidence within school shows that PP children with social and emotional needs that work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.	3, 4
Targeted parental engagement sessions for PP families with a focus on how to support their children's academic and emotional development.	Parental engagement sessions where the focus is on supporting children with their wellbeing have had a strong turn out. According to EEF, moderate improvements can then be seen in the progress they make.	4,5
Enrichment and extracurricular activities, including forest school improves mental and physical health	Outdoor learning experiences consistently show positive benefits on academic learning (EEF), and the impact on more vulnerable pupils is even higher.	5,6
Family Liaison Officer alongside senior leaders target PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance	4, 5

Pastoral team to work with PP children with a focus on learning behaviours	Historical evidence within school shows that PP children with social and emotional needs that work closely with the learning mentors are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.	3, 4
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Total budgeted cost: £ £6000

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 Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
SPaG.com	www.SPaG.com
PIXL	https://www.pixl.org.uk/primary
Century AI	Century Tech

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

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.

Quality of Teaching for all

There have been significant improvements throughout the 2024-2025 academic year, primarily through the successful implementation of instructional coaching for all teaching staff. This tailored, high-quality professional development elevated pedagogical standards across the school, ensuring high-quality teaching was consistently applied to address the diverse needs of disadvantaged pupils, including those with SEND.

Year 6 achieved successful outcomes with the implementation of tailored intervention, ensuring that an increased number of pupil premium children met or exceeded expected standards and were well-prepared for their transition to secondary school. This holistic focus on consistent teaching quality successfully reduced additional barriers to learning, driving demonstrable progress that was in line with non-disadvantaged peers.

Targeted Support

The implementation of small group tuition and before/after school boosters proved highly impactful, particularly in phonics and for Year 6 pupils, enabling them to secure foundational skills and achieve expected outcomes in key assessments. The intensive, evidence-based nature of these groups provided the acceleration needed for lower-attaining pupils. Crucially, the increased focus from the pastoral team led to a notable reduction in higher-level behaviours among pupil premium children. By consistently working with these pupils on learning behaviours and self-regulation strategies, the school achieved greater engagement in their learning, fostering a more positive attitude toward their education and minimising internal and external disruption.

Wider Strategies

Substantial impacts were realised in both family engagement and pupil well-being. The introduction of the dedicated Home School Support Worker drove increased engagement with families, offering essential support and signposting for social and economic challenges throughout the year. This consistent, early engagement resulted in a notable reduction of persistent absence and measurably lower unauthorised absence figures, effectively closing the attendance gap. Furthermore, the commitment to providing Forest School consistently for EYFS for the full academic year had a crucial positive impact on early language, social, and emotional development, culminating in an overall increase in children achieving a Good Level of Development (GLD) by the end of the Reception year.