

Elmore Green Primary School Pupil Premium Strategy Plan 2024-2025

This plan 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. The effect that last year's spending of pupil premium had within our school can be found in the school's Pupil Premium Report 2022-2023.

School overview

Detail	Data
School name	Elmore Green Primary School
Number of pupils in school	317 (2024 Census) 315 at time of publishing
Proportion (%) of pupil premium eligible pupils	43% (137 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	04/12/2024
Date on which it will be reviewed	03/12/2025
Statement authorised by	Governing Body
Pupil premium lead	Mr M Jones
Governor / Trustee lead	Mrs S Lemm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,470
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	£206,470

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children at our school who are known to be eligible for free school meals (FSM), or who have been entitled to FSM within the past 6 years. It is also allocated to children who are or have been in the care of the local authority (LAC) and to children whose parents are members of the armed forces.

The funding is intended to narrow the achievement gap between disadvantaged children and their peers and all schools are required to report on the amount of funding received and how it has been used.

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 at Elmore Green Primary School is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In the drive to achieve our intention we provide as many chances and opportunities as possible to enable our pupils to develop their skills and knowledge needed to be excited by their learning and become happy, successful learners. We closely track how well disadvantaged children are achieving in comparison to their peers in order to close the gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is clear that within our approach to deliver our intended outcomes that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and we do not advocate segregating children based on whether they are disadvantaged or not.

Within our strategy there are plans for education recovery and how school-led tutoring will provide targeted support pupils whose education has been worst affected by the extended periods of time that schools have been closed or education was disrupted. This support focuses on, but is not mutually exclusive to disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, and will use robust diagnostic assessment, to ascertain the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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.
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>On entry to our school in Reception, pupils have an extremely low baseline. All pupils are working below expected levels on entry. This impacts the scaffolding and support needed by our children to access the Early Years Foundation Stage and requires some children to follow bespoke steps in their learning.</p> <p>20% of the 2024 cohort have been identified as having special educational needs, 2 of these children have an EHCP and require 1:1 support.</p> <p>There is a LAC child in the current Reception cohort.</p> <p>The baseline for Wellcomm speech and language assessment shows 69% of the cohort are working more than 7 months behind their birth age.</p> <p>62% of disadvantaged pupils achieved GLD in 2024 in comparison to 68% of their non-disadvantaged peers</p>
2	<p>We recognise that our disadvantaged pupils have greater difficulties with oracy than their peers. Language acquisition is delayed and we believe the 'word gap' between disadvantaged pupils and other pupils is significant. This negatively impacts their development as both readers and writers.</p>
3	<p>Assessment of reading comprehension indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>Assessment of writing indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.</p>
5	<p>Assessment of maths indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.</p>
6	<p>The number of pupils who have been identified as having social and emotional needs notably has increased. These challenges particularly affect disadvantaged pupils, and impact on their motivation, ability to engage and focus and their attainment and progress.</p> <p>106 pupils now require additional support with social and emotional needs. This number fluctuates in line with our mental health self-registration system in school and any pupil who deems themselves (or is identified on a daily basis by staff) also has access to support at the point of need.</p>
7	<p>Attendance data indicates that attendance among disadvantaged pupils has lower than for non-disadvantaged pupils.</p> <p>In 2022-2023 Pupil premium pupils attendance was 90.68% which was lower than non-disadvantaged pupils (93.9%)</p> <p>2022-2023 saw 68 % of persistent absentees being pupil premium.</p> <p>One disadvantaged pupil is a severe absentee.</p>
8	<p>The life experiences of many of our children are limited and this is particularly true for our disadvantaged pupils. This has a significant impact on the ability of disadvantaged pupils to draw upon experiences to support their learning and reach their full potential</p>
9	<p>The families of some disadvantaged pupils face more challenges than others. Some lead chaotic lives and have additional challenging circumstances. This impacts upon the emotional well-being, attendance and academic progress of their children. The school's vulnerable pupils register has 62% disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oracy, language skills and vocabulary among disadvantaged pupils.	Assessments and observations demonstrate significantly improved oracy and language skills for disadvantaged pupils. Vocabulary is improved for disadvantaged pupils and a wide range of vocabulary is evident in spoken words and in written form
Improved reading attainment among disadvantaged pupils.	The gap between disadvantaged pupils and their non-disadvantaged peers in Phonics reduces (2024 38% gap) KS2 reading outcomes in 2024/25 show that the gap between disadvantaged pupils meeting the expected standard and their non-disadvantaged peers is reduced (2024 17% gap)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the gap between disadvantaged pupils meeting the expected standard and their non-disadvantaged peers is reduced (2024 17% gap)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the gap between disadvantaged pupils meeting the expected standard and their non-disadvantaged peers is reduced (2024 14% gap)
To achieve and sustain improved wellbeing and social, emotional mental health for all pupils in our school, particularly our disadvantaged pupils.	High levels of well-being and a reduction of the number of pupils who report/are observed to have social emotional, mental health needs from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in the number of pupils who require additional support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance in 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent reducing and proportion of disadvantaged pupils who are PAs reducing in comparison to their non-disadvantaged peers
Enrichment experiences for disadvantaged pupils are increased	<ul style="list-style-type: none"> • the amount of enrichment opportunities offered to disadvantaged pupils is increased • an increase in participation in enrichment activities, particularly among disadvantaged pupils
Supported families are better equipped to provide the support required by their children to reach their full potential.	<ul style="list-style-type: none"> • PSA is able to build relationships with parents of vulnerable disadvantaged pupils • PSA regularly contacts parents of disadvantaged pupils, specifically those on the school's vulnerable pupil register.

Activity in this academic year – 2024-2025

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

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Embed the expectations of oracy as the framework to develop quality interactions across the school. Use the principles of language intervention programmes to develop language and oracy in the Early Years. Develop opportunities for pupils to explain their ideas and thinking allowing them to regularly practise their language skills. Develop further adventurous and challenging vocabulary lists to extend pupil 'word count'. To read high-quality texts as part of the English curriculum and wider to develop the exposure of pupils to improved vocabulary. 	<p>There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion and a focus on quality interactions with adults and a conscious drive to improve vocabulary have a positive impact on pupil progress.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1669816182</p> <p>Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals. Teaching assistants are used to deliver language programmes as interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	2, 3, 4
<ul style="list-style-type: none"> Enhancement of the teaching of reading and curriculum planning to ensure pupils make accelerated progress. Invention groups delivered to target pupils to accelerate progress the of disadvantaged pupils To purchase diagnostic tests (PIRA) to allow teachers to target the 'gaps in learning To refine the school's assessment system to ensure accurate assessment allows teachers to tailor teaching to the needs of pupils To purchase resources to support the teaching of reading comprehension with a particular focus on KS1 To purchase I-pad technology to further enhance the teaching of reading. 	<p>Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals as we use them at Elmore Green</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics has a positive impact overall (5+ months) with very extensive evidence and is an important component in the</p>	3

<ul style="list-style-type: none"> To develop training and monitoring and evaluation to ensure high quality teaching and learning impacts on pupil progress. 	<p>development of early reading skills, particularly for disadvantaged children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1669224023</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Technology has the potential to improve teaching and learning in a wide variety of ways. Including adapting practice, modelling and demonstrating and play a key role in improving assessment and feedback.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733137886</p>	
<ul style="list-style-type: none"> Improve the teaching of writing using a 'learning chunks' approach to formulating sentences. Develop the individualisation of the writing curriculum to support pupils in developing the skills of writing. To develop expectations for the use of challenging and adventurous vocabulary (linked to oracy) To refine feedback to learners making it personal and include voice notes where possible – made possible by the use of I-pad technology 	<p>Through consolidating a new approach to writing pupils will have further opportunities to develop their language and vocabulary skills. In addition, the feedback for writing with develop oral feedback recorded as voice notes. Research has shown that quality feedback has a high impact on learning outcomes Studies of verbal feedback show slightly higher impacts overall (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	4
<ul style="list-style-type: none"> Enhance the teaching of maths and maths curriculum planning so it is tailored to meet the needs of our learners at Elmore Green. To identify dedicated release time for the Maths leader to provide CPD for teachers, working alongside them to develop teaching and learner for disadvantaged pupils. To purchase standardised diagnostic tests (Maths.Com) to allow teachers to target the 'gaps in learning and support in accurate assessment To purchase I-pad technology to further enhance the teaching of maths. 	<p>White Rose Maths and the DfE non-statutory guidance has been used to tailor the curriculum to the needs of learners at Elmore Green, Both of these resources drawing on evidence-based approaches using the expertise of the National Centre for Excellence in the Teaching of Maths and Maths Hubs, but have been adjusted to accommodate the needs of our pupils to allow for frequent revisiting of teaching and more evenly distributed coverage of curriculum content.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Early Years and KS1</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths	
<ul style="list-style-type: none"> • Improve the provision for pupils with social, emotional, mental health (SEMH) needs by appointing a dedicated and suitably experienced learning mentor to support pupils with their SEMH needs • Maintain the use of the Rainbow curriculum to develop an open and supportive approach to SEMH needs of pupils 	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

Targeted academic support (one-to-one support structured interventions etc.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver interventions in maths, reading (including phonics and early reading) and writing	<p>Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals as we use them at Elmore Green</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3,4,5

Wider strategies (related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor the attendance of disadvantaged pupils to identify patterns at an early stage</p> <p>Meet with parents of disadvantaged pupils to discuss attendance concerns at the earliest indication of attendance issues</p> <p>Provide attendance incentives and reward schemes for pupils</p> <p>Employ an attendance officer to conduct parent meetings and home visits</p>	<p>Embedding principles of good practice set out in the DfE's Working Together to improve attendance guidance</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	7
<p>Ensure disadvantaged pupils have access to enrichment experiences such as curriculum visits (including residential) and extra-curricular activities and that finance is not a barrier to this access</p>	<p>Research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. We provide extra-curricular opportunities in dance, drama, singing in addition to painting, drawing and modelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	8
<p>School staff (PSA and designated safeguarding leads) build relationships with families through regular contact and an open-door policy.</p> <p>The school's parent support advisor regularly contact parents of pupils on our vulnerable pupil register and supports as necessary/appropriate</p>	<p>Parental engagement is consistently associated with children's subsequent academic success. Parental engagement programmes evaluated to date have led to a positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	9

	Teaching	Targeted Academic Support	Wider Strategies	Total
Total budgeted cost:	£104,188	£44,164.58	£60,236	£208,588.58

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact of this plan will be published in December 2025 as a separate report.

The impact of last year's plan (2023-2024), can be found on the school's website