

Elmore Green Primary School Pupil Premium Strategy Plan 2025-2026

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 2024-2025.

School Overview

Detail	Data
School name	Elmore Green Primary School
Number of pupils in school	312 (2025 Census)
Proportion (%) of pupil premium eligible pupils	47% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	10/12/2025
Date on which it will be reviewed	10/12/2026
Statement authorised by	Governing Body
Pupil premium lead	Mrs P Jones-McDonald
Governor / Trustee lead	Mrs S Lemm

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,880
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	£193,880

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 our pupil premium strategy facilitates the achievement of the following objectives;

- The removal of barriers to learning so that disadvantaged pupils at Elmore Green make at least expected progress from their individual starting points and the attainment gaps between disadvantaged and non-disadvantaged pupils narrow across Early Years, Key Stage 1 and Key Stage 2.
- To ensure disadvantaged pupils are confident, resilient and ready for the next stage of education (including transition to secondary school), narrowing gaps in reading (decoding and comprehension), writing, mathematics and communication and language.
- To secure equitable access to our curriculum, enrichment and pastoral provision so that disadvantaged pupils benefit fully from high-quality teaching and whole-school support.

Our strategy uses the Department for Education (DfE) three-tier approaches. Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies and is grounded in research evidence (principally Education Endowment Foundation (EEF) guidance and evidence summaries) to select, sequence and evaluate actions.

We prioritise: high-quality, systematic approaches to early language and phonics; explicit teaching of reading comprehension strategies; strengthened mathematics teaching and targeted interventions; focused CPD and coaching so classroom practice is consistently strong; and focused pastoral and attendance work to ensure pupils can access learning.

The Implementation of our strategy will be monitored through termly pupil progress reviews, half-termly attendance reviews, and evaluation against success criteria set for each intended outcome (see section 3).

The key principles of our strategy are:

- Evidence-led: We use high-quality evidence (EEF guidance and evidence summaries) to select approaches and set implementation principles (e.g., systematic phonics, explicit reading comprehension instruction, structured numeracy interventions, oral language development).
- Curriculum-first: Interventions and additional support are aligned with and complement the school curriculum—they are not replacements for quality classroom teaching.
- Early and sustained: Early Years and Reception actions are prioritised to build foundational language and early literacy; targeted support starts early and is time-limited but sustained where required.
- Precision and regular assessment: We use diagnostic assessment to identify pupil needs, adapt pathways, and monitor progress frequently.
- Inclusion and SEMH-aware: Provision is responsive to SEND and SEMH needs. Pastoral support and nurture-style approaches support pupils' readiness to learn.
- Partnership: Families, governors and external partners (specialist services) are engaged as partners. Communication is non-judgemental and focused on solutions.

Challenges

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

Challenge number	Detail of challenge
1	On entry to our school in Reception, pupils have an extremely low baseline. The vast majority of pupils enter Reception below expected levels. This severely affects early development and limits the scaffolding needed to secure Good Level of Development (GLD).
2	We recognise that our disadvantaged pupils have greater difficulties with oracy than their peers. Language acquisition is delayed in terms of vocabulary, expressive language and listening skills, which constrains later reading comprehension and writing development
3	Assessment of phonics and early reading indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils, which affects early reading progress.
4	Assessment of reading comprehension indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
5	Assessment of writing indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
6	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. Over a third of 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.
7	Attendance data indicates that attendance among disadvantaged pupils has lower than for non-disadvantaged pupils.
8	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

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
Improve Early Years outcomes for disadvantaged pupils (GLD)	<ul style="list-style-type: none">By end of academic year: disadvantaged GLD increases with the disadvantaged/non-disadvantaged GLD gap narrowed.Reception pupils who enter below expectations make measurable progress against bespoke steps and reach age-appropriate milestones.
Accelerate oral language and oracy skills for disadvantaged pupils	<ul style="list-style-type: none">Assessments and observations demonstrate significantly improved oracy and language skills for disadvantaged pupils.

	<ul style="list-style-type: none"> Targeted pupils show improved vocabulary breadth and sentence complexity; teachers report increased participation in talk and improved listening behaviour.
Close the phonics/decoding gap	<ul style="list-style-type: none"> Phonics screening pass rate for disadvantaged pupils rises Targeted pupils receive regular daily systematic synthetic phonics (SSP) small-group or 1:1 support and make accelerated progress. The gap between disadvantaged pupils and their non-disadvantaged peers in Phonics reduces
Improve reading comprehension for disadvantaged pupils	End of KS2 reading outcomes show that the gap between disadvantaged pupils meeting the expected standard and their non-disadvantaged peers is reduced
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in show that the gap between disadvantaged pupils meeting the expected standard and their non-disadvantaged peers is reduced
Ensure pupils can access learning	<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. High levels of well-being and a reduction of the number of pupils who report/are observed to have social emotional, mental health needs. SEMH support reduces incidents of escalation Pupils who require individual support have clearly defined support plans
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

Activity In This Academic Year – 2025-2026

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

Teaching (High-quality Teaching, Continuing Professional Development (CPD), Recruitment and Retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • CPD on oral language-rich pedagogy • Training for all staff on quality adult interactions, vocabulary instruction, modelling, and structured questioning. • Implement 'interactive reading' strategies and embed language objectives in all lessons. 	<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 https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	1, 2
<ul style="list-style-type: none"> • Systematic Synthetic Phonics Refresher training for all staff. • To deliver structured phonics interventions linked to whole-class • To deliver reading comprehension CPD to include explicit comprehension strategies (prediction, summarising, clarifying and inference) • Enhancement of the teaching of reading and curriculum planning to ensure pupils make accelerated progress. • Reading invention groups delivered to target pupils to accelerate progress the of disadvantaged pupils 	<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 (+7 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2, 3, 4

<ul style="list-style-type: none"> • To purchase diagnostic tests (PIRA) to allow teachers to target the 'gaps' in learning • To release English Leaders 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. • To develop training and monitoring and evaluation to ensure high quality teaching and learning impacts on pupil progress. 	<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 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"> • CPD on memory, retrieval practice and curriculum sequencing (flashback activities across curriculum): coaching to embed retrieval, spaced practice, an awareness of cognitive load theories. 	<p>Evidence shows that pupils who develop Metacognition and self-regulation approaches can accelerate their progress by up to 8+ months. Staff will learn to use a variety of resources to help pupils develop connections between concepts, understand sequential steps, and make criteria for success explicit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2,3, 4, 5

<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>To develop the use of SEMH tools such as PASS (Pupil Attitude to School and Self) to analyse pupil needs and target them accordingly</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
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Targeted Academic Support (small-group, one-to-one support structured interventions etc.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted early language in small groups in Reception/Y1 to include daily sessions focused on narrative, vocabulary and listening skills for disadvantaged pupils	<p>Early language interventions allow child to accelerate the acquisition of language. Approaches to Quality Adult Interactions (ShREC) are used within EY to give pupils the best start in developing early language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions); [Early Literacy</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy).</p>	1,2
Structured small-group and one-to-one phonics catch-up for pupils not on track delivered by trained TAs/teachers with materials matched to Monster Phonics	<p>Daily Phonics interventions are timetabled to accelerated progress using the school's monster phonics approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)</p>	3
Reading comprehension targeted interventions (small groups) for KS2 pupils with diagnosed comprehension weaknesses — combine explicit strategy training with vocabulary and background knowledge building; link sessions to classroom texts and curriculum content.	<p>Comprehension is essential for progression within all curriculum areas. Reading comprehension strategies are taught/reinforced in small group interventions with a focus on vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies).</p>	2,4
<p>Writing interventions</p> <p>In KS1 to master the basics of well-structured sentence-based approach</p> <p>In KS2 build upon the skills of transcription learnt and begin to understand how to apply</p>	<p>Interventions to focus on strengthening oral language and securing phonics and transcription. The use of colourful semantics to support the teaching of writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	5

knowledge of spelling punctuation and Grammar	Developing the application of grammar and punctuation to writing. Interventions that focus on the use of grammar and punctuation in writing. https://www.gov.uk/government/publications/the-writing-framework	
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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>Employ an attendance officer to conduct parent meetings and home visits and</p> <p>Designate attendance lead to conduct half-termly reviews/be the point of contact for parents</p> <p>Offer free breakfast club places for disadvantaged pupils</p>	<p>Embedding principles of good practice set out in the DfE's Working Together to Improve Attendance</p> <p>Attendance and family-engagement packages for disadvantaged families that are personalised, https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Disadvantaged pupils targeted for free breakfast clubs to support with those at risk of poor attendance. It also supports with punctuality and readiness to learn.</p> <p>The Education Endowment Foundation Rapid Evidence Assessment notes meal provision and school-based supports are plausible contributors to attendance and engagement</p>	<p>7 (2, 3, 4, 5) (supports learning readiness which impacts on pupil outcomes)</p>
<p>Social and emotional Mental Health (SEMH) 'spaces' identified for pupils who require support.</p> <p>Structured SEMH programmes are in place including short-term mentoring, small group social-emotional learning Individual SEMH plans, and reintegration support for pupils who have emotional-based school avoidance (EBSA)</p>	<p>Social and emotional learning intervention have an impact on attainment and attitudes. Our pastoral team facilitate a range of interventions that are responsive to need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6, 7 (2, 3, 4, 5) (SEMH supports learning readiness which impacts on pupil outcomes)</p>

Ensure disadvantaged pupils have access to enrichment experiences such as curriculum visits (including residentials) and extra-curricular activities and that finance is not a barrier to this access	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 4, 5, 8
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	Teaching	Targeted Academic Support	Wider Strategies	Total
Total budgeted cost:	£96,737	£43,200	£61,767	£201,704

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact of this plan will be published in December 2026 as a separate report.

The impact of last year's plan (2024-2025), can be found on the school's website