

Pupil premium strategy statement - Elmhurst primary

This statement details Elmhurst primary'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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Elmhurst Primary |
| Number of pupils in school | 833 |
| Proportion (%) of pupil premium eligible pupils | 216 pupils 25.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 - August 2024 |
| Date this statement was published | December 2021 Update December 2022 Updated December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sukwinder Samra (Head teacher) |
| Pupil premium lead | Katharine Young Deputy Head Teacher |
| Governor / Trustee lead | Marjorie Brown (Chair of governors) |

Funding overview

| Detail | Amount |
|---|----------------------|
| Pupil premium funding allocation this academic year | £314,280 |
| Recovery premium funding allocation this academic year | £31,320 estimated |
| 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 | £345,600 |

Part A: Pupil premium strategy plan

Statement of intent

As stated in our statement of curriculum intent, our motto 'Little seeds, big dreams' encapsulates our ambition for all pupils regardless of their backgrounds to succeed at the highest possible level. We are aspirational for all pupils including our pupil premium children and believe that it is our duty to remove any barriers that we can to their educational attainment. Based on multiple sources of evidence, we know that the core skills in English and Maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners. Therefore we prioritise strategies that will support pupils to make the necessary progress in English and maths as a starting point. Based on our context, in an area of high deprivation where pupils do not travel far from the local area or have opportunities to benefit from cultural enrichment, we know that we need to do more to ensure our pupils have access to the 'best that has been thought and said'. We will provide pupils with the rich experiences and knowledge necessary to be informed and confident individuals in any situation.

Our current pupil premium strategy plan works towards achieving those objectives by addressing the impact of the pandemic which has disproportionately hit pupil premium pupils. This has had an impact on standards and on cultural capital, leading to a lack of opportunities and experience for our pupil premium children. Internal data has shown a large gap in attainment in mathematics and this is therefore a priority area. There has been an increase in referral to staff regarding SEMH needs. 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. We invest heavily in staff CPD, believing that upskilling our teaching staff is the best possible way to address gaps in attainment. Learning from research and the experience of the private sector, we also focus heavily on interventions through tuition, catch up and booster classes to ensure gaps are addressed. Our assessment system quickly identifies pupils who are in danger of falling behind, allowing us to put interventions in place quickly.

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Oracy: Assessments, such as EYFS on entry and teacher observations highlight limited English language and communication skills in EYFS and Year 1 in particular. The oracy and verbal communication of our pupils is behind that of others (national average) on entry to reception. |
| 2 | Reading (both phonics and comprehension): Termly RWI phonics assessments carried out by the reading leader suggest that disadvantaged pupils are often further behind than their peers in terms of phonics knowledge, thus hindering their reading progress, enjoyment of reading and reading comprehension. Termly assessments in KS2 and teacher observations show reading comprehension is an area for development. |
| 3 | End of unit tests and termly internal standardised tests highlight that attainment in mathematics for all pupils has been adversely affected, with average results showing around a 20% drop in pupils working at ARE. Pupil premium pupils have been affected even further and the gap between PP and non PP widened significantly during covid. Due to a focus on this over the past few years as part of this strategy, this gap is beginning to close again. |

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| 4 | Referrals from staff to the SEND team show an increased number of pupils with diagnosed Speech and language difficulties across the school. The school works with an excellent speech and language therapist but there is not enough capacity to deliver programmes to the pupils who require it, especially in KS1. These pupils then fall further behind with language acquisition. |
| 5 | We serve a deprived community with many families struggling financially. There are a lack of enrichment opportunities for many pupils, particularly those on FSM. This has been exacerbated during the pandemic, with the loss of school clubs and educational visits. |
| 6 | Staff observations and discussions with pupils and families have identified social and emotional issues for many pupils caused by the pandemic, e.g difficulties managing and regulating emotions |
| 7 | SEND and PP link. The SEND team and SLT have looked at data and it is evident that there are many PP children who also have diagnosed SEND needs. Many of our 1:1 SEND pupils are also pupil premium. |

Intended outcomes - This explains the outcomes we are aiming for **by the end of our current strategy plan (3 years)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and in KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading outcomes in KS1 to bring the data back in line to pre pandemic levels. | <ul style="list-style-type: none"> Disadvantaged pupils attain as highly in Yr 1 phonics screening check and Year 2 re check as non - disadvantaged, aiming for roughly 96% pass rate as per previous data. Fewer disadvantaged pupils in the lower phonics groups in KS1 and more across the year group completing the phonics check |
| Improved end of Key stage attainment among disadvantaged pupils in literacy | KS2 SATS outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard in English Reading. Internal data checks in Year 3-5 also demonstrate disadvantaged pupils keep in line with non disadvantaged pupils. Observations by staff of pupils in reading lessons show high engagement and understanding. |
| Improved Speech and language provision and diagnosis which will lead to pupils accessing their class learning. | Pupils referred with S and L difficulties are assessed in good time by the therapist and there is capacity within the school to deliver the programmes suggested. Pupils make progress through the LEG groups and come off the LEG groups to be reintegrated into normal class practice and not requiring additional planning. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 SATS maths outcomes in 2024/25 show that more than 92% of disadvantaged pupils meet the expected standard and over 40% achieve the GDS standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

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: £ 175,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Part funding of four additional qualified teachers (Including a specialist SEND teacher) in KS2 to provide a fifth literacy and maths group in each year groups which will target Literacy and Numeracy provision for all pupils . Specialist SEND teacher will teach one of the support groups and support other staff | A qualified 5th teacher means that teaching assistants are not used to provide teaching for the pupils who are struggling most and there is a renewed focus on quality first teaching for all pupils. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf | 2 , 3 and 5 |
| Staff CPD to support the reading initiatives listed in the plan specifically: <ul style="list-style-type: none"> • Training TAs to deliver the RWI programme and catch up programme • Training nursery staff to deliver contingent talk in EYFS • Training for whole staff on reading scheme to ensure staff are teaching explicit reading strategies • Time for the Literacy lead to work on new reading and writing programs and deliver alongside staff • Training for TAs and staff on Speech and Language recommendations and how these can be implemented in class. • Training by the SEND team on planning for SEND pupils within mainstream classes • Training by the SEND team for TAs | Research by the Education policy institute and Ambition institute found positive correlations between effective staff CPD and increased pupil progress. From 42 studies, professional development interventions were found to have a “positive effect on student learning”. Again this points towards the positive impact of quality first teaching. EEF report on effective teaching of primary literacy states that reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-download-the-guidance-report-and-poster | All |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time (particularly the maths lead) to embed key elements of new guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) including: <ul style="list-style-type: none"> • Sending specific teachers, particularly those new to teaching and new to school to maths hub . • Training Year 1 staff to deliver the number sense maths programme • Working on the curriculum/ strategy for embedding fluency across the school • Developing our catch up programme for Maths to ensure consistency | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 3 |

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| Improve the quality and understanding of social, emotional and mental health needs. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff throughout the year. | 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 6 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 130,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Daily intervention to support 'catch up' in phonics in EYFS and KS1 to ensure all pupils reach the required standards.</p> <p>The development of a bespoke intervention scheme in KS2 for comprehension once pupils are off the RWI programme to ensure they are robust and systematic. Pupils should not be in catch up all year.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p> | 2 |
| Supplementation of the school's long standing tuition programme and use of the NTP to support pupils in filling gaps in understanding caused by the pandemic and enable them to access learning. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1-4 |
| After school booster classes in Year 6 from Spring term delivered by qualified teachers and a summer booster programme for Year 5 pupils entering Year 6. | As above (evidence for small group interventions) | 2 and 3 |
| Part fund the school's speech and language package with the NHS to allow faster diagnosis of pupils with Speech and Language needs and training for staff to run groups and interventions. | <p>NICE (NHS) have a wealth of research papers attesting to the efficacy of speech and language interventions https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children</p> | 4 |

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| Part fund an adult to deliver the NELI - Nuffield Early language intervention. The Reception NELI programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support. The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 |
| Part fund the implementation of contingent talk in EYFS. Dialogic reading is a form of shared reading that encourages adults to share the reading process with their child. The book is a prompt for discussion (the talk is contingent on the book). The process is child-led with the child acting as the "boss of the book". The adult helps the child become the storyteller, rather than a passive listener. The programme is based on encouraging children's participation, providing feedback, and adjusting verbal interactions. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) There is also a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1 |

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

Budgeted cost: £42,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Part fund the school counsellor for 2 days per week to run weekly 1:1 hourly sessions with key pupils. Fund a member of staff to be trained to deliver social skills groups for pupils who find it difficult to integrate in class or on the playground. | The NHS have a wealth of research papers attesting to the efficacy of counselling interventions on pupil well being e.g this evidence gathered by the Universities of Cambridge and Exeter https://www.exeter.ac.uk/news/research/title_859054_en.html | 6 |
| Reinstate after school clubs and increase the provision and scope of clubs to include a range of clubs covering sports, languages, music, dance, reading and computing. Ensure at least 1/3 of club participants are PP children. Ensure participation is open to SEND pupils on FSM and pay TA to attend with 1:1 pupils. | Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs | 5, 6 and 7 |

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| | <p>developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p>https://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf</p> | |
| <p>The school will part or entirely fund places for our PP pupils on residentials - poetry residential, trips to European destinations. Ensure opportunities for PP pupils with SEND and SEMH needs to attend some residentials by funding additional adults to attend with them where needed.</p> | <p>Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p>https://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf</p> | 5, 6 and 7 |
| <p>Work to improve the parental engagement of PP parents though some of the following strategies:</p> <ul style="list-style-type: none"> ● Curriculum Workshops to support parents in supporting their children ● setting up a bank of curriculum resources for parents to access. ● Parent clubs e.g baking club, cricket club, ● Parental well being sessions | <p>There is an established link between the home learning environment at all ages and children's performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</p> | All |
| <p>Fund workshops/ events to inspire pupils to attain and aim high.</p> <ul style="list-style-type: none"> ● Inviting in role models, key speakers and ex pupils to help build aspiration. ● Work on diverse role models (as tied to the curriculum work) ● Reinstate visits to universities (Cambridge trip) ● Through the PSHE curriculum, teach all children about making plans and achieving their dreams/goals. | <p>This will not be a significant investment of funding as the evidence base is not solid. According to the EEF, whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantageous peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear. However due to our school context there is some argument to investing a small amount in this as recommended by our governing body.</p> | 5 |

Total budgeted cost: £345,600

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 2022 to 2023 academic year.

Back in 2020-21, our internal assessments suggested that the performance of disadvantaged pupils was lower than in the previous years in both maths and English. The main areas of concern were KS1 phonics and whole school maths, particular number sense and fluency. In a typical school year as evidenced by both internal and external assessments, our pupil premium pupils are either in line or exceed progress and attainment of non pupil premium pupils. However, a significant gap in attainment developed between PP and non PP pupils during the pandemic, despite our best efforts. There was around a 15% difference in attainment in all subject areas between PP pupils and non-PP pupils. The reasons for this were evidently linked to the impact of the Covid 19 pandemic and the disruption to learning for all pupils during this time. Pupils missed out on key concepts, particularly in mathematics. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from funded improvements to teaching, nor to catch up and tuition.

We analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Data from 2021-22 showed some positive changes in the gap which developed after the pandemic, demonstrating some impact of the strategy. In 2021-22, the attainment for PP pupils compared to non PP pupils was broadly in line in Mathematics at the end of KS2. Progress in writing, maths and SPAG for PP pupils and combined progress was better than for non PP pupils. When compared to the national, Elmhurst's PP pupils perform significantly higher than the national average for disadvantaged pupils in all areas. However, at KS2, the progress of disadvantaged pupils in reading was significantly lower than the progress of all pupils. SEND pupils and lower attainers who are PP made less progress than their non PP counterparts. In KS1 there is still a wide gap between the attainment of PP compared to non PP in all areas at EXS and GDS.

More recent data from 2022-23 shows further positive changes in terms of reducing the gap between PP and non-PP pupils, particularly at the end of KS2. In Mathematics and SPAG at the end of KS2, PP pupils outperformed non-PP pupils at the expected standard. In Reading and Writing at the end of KS2 the gap has now reduced to between 5 - 7% at the expected standard. There is still a significant gap in attainment between PP and non-PP pupils at the greater depth standard. This will be a focus for 2023-24.

We found that attendance last year of PP pupils was not significantly lower than our non FSM pupils. Our data shows that low attendance in general correlates with lower attainment, so improving attendance for all pupils will remain a focus.

We have continued to make good use of the NTP and our own internal tutors in the last academic year, which had a positive impact and began to address the gaps in learning. However, the tuition and catch up programme is not only focused on our PP children - it is focused on the lowest attainers. A focus for this year is to ensure that we have sustainable models for continuing with tuition once the NTP funding is removed next year. We also ensured interventions such as counselling and speech and language groups were reinstated. Due to the positive impact on our pupils in we have continued to fund a school counsellor each week. We continue to identify pupils who may have barriers in emotional or mental health and who would benefit from specialist support.

Many of our PP and NRTPF pupils continue to be faced with very difficult circumstances, with parents losing jobs, families being made homeless or living in temporary accommodation and a big increase in food poverty. The school spent time and resources supporting these families with their most basic needs which was another success. This includes employing a Family Support Worker, providing a school food bank and supporting families emotionally. Moving forward this strategy is securely based on evidence, particularly informed by the work of the EEF. As always we will continue to focus on quality first teaching and high quality CPD as these are the things that have the highest impact on all pupils' attainment.

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 |
|--------------------|--------------------|
| Maths No Problem | Maths No Problem |
| Number Sense Maths | Number Sense Maths |
| Take One Book | The Imagine Center |