



Pupil Premium Strategy Statement

2025-26



This statement details our school'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	Elm Park Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 through to 2027-28
Date this statement was published	November 2025
Date on which it was 1st reviewed	Second year of 3 year cycle
Date on which it was further reviewed	
Date of next review	November 2026
Statement authorised by	Carol Bond – Head Teacher FGB – 24.11.2025
Pupil premium lead	Rosie Swann
Governor lead	Sandra Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£96860

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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 is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through one to one tuition for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about 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
- adopt a whole school approach in which 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with retaining knowledge of keys skills within writing and are falling behind age related expectations.
3	Our attendance data has indicated that attendance among disadvantaged pupils is lower than non-disadvantaged pupils. Our teacher assessments and observations suggest that absenteeism is negatively impacting the academic progress of disadvantaged children.
4	Our wellbeing pupil survey and attendance tracking shows that there are higher numbers of children, who are disadvantaged and present with SEMH need.
5	Monitoring of extra-curricular opportunities both within school and external to the school show that our families are unable to fund enrichment opportunities for our disadvantages pupils. These challenges affect the children's life experiences and attainment.

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
Outcomes at the end of year 1 show that there is no gap between disadvantaged children and their peers when taking the phonics screener	KS1 phonics outcomes for 2027/28 show that more than 80% of disadvantaged children meet the expected standards for phonics. Disadvantage children's attain at the same level as their non-disadvantaged peers.
Outcomes at the end of KS2 show that there is no gap between the reading attainment of disadvantaged and non-disadvantaged pupils.	KS2 reading outcomes in 2027-28 show that more than 80% of disadvantaged pupils met the expected standard. Disadvantage children's attain at the same level as their non-disadvantaged peers.
Outcomes at the end of KS2 show that there is no gap between the writing attainment of disadvantaged children and non-disadvantaged children.	KS2 writing outcomes in 2027-28 show that more than 80% of disadvantaged pupils met the expected standard. Disadvantage children's attain at the same level as their non-disadvantaged peers.
Early help is available for all disadvantaged pupils who require social and emotion health support	Children have access to early help, which enhances their own self-image and ability to self/co regulate.
Disadvantaged children's attendance is in line with non-disadvantaged children.	Whole school attendance is in line with the national average for all groups. Disadvantaged children are attending school on time, every day. Decrease in disadvantaged unauthorised absence rates.

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: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the teaching of phonics, through small catch up groups and pinny time activities throughout the day to provide high quality overlearning opportunities.</p>	<p>1:1 tuition and feedback from the teaching staff can ensure that areas of development and misconceptions are identified early within the lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact</p>	<p>1 and 2</p>
<p>Continue to embed the use of the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics outcomes for all pupils.</p> <p><i>Continue to enhance the provision of early reading through implementation of Read, Write Inc phonics programme throughout KS1 and EYFS and catch up provision for KS2.</i></p> <p><i>Release time for training and additional TA funding to run the programme.</i></p> <p>CPD for new to year group staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 2</p>

<p>Continue for the second year to work alongside English Advisor, who has a specialist in raising the attainment of disadvantaged children.</p> <p>Further enhance the pedagogical approach to the teaching of writing for all learners, with a clear focus on adaptive teaching.</p> <p>Embed the of whole school writing progression to enhance the learning of writing throughout the school.</p> <p>Embed live modelling for learners.</p> <p>Enhance the use of the voice of an author during whole class teaching.</p> <p>Develop scaffolding for learners to provide high quality adaptive teaching.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NEPLT and draws on evidenced based approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The EEF guidance is based on a range of best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>New attendance lead to work alongside the LA EWO to further enhance robust attendance procedures.</p> <p>Embed the revised attendance policy.</p> <p>Early Help Plans co-written between families and Inclusion Leader to identify barriers to attendance and support with improved attendance.</p>	<p>There is extensive research to show there is a direct correlation between high levels of attendance and positive attainment outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/improve-universal-provision-for-all-pupils</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	<p>4</p>

<p>Support staff to engage with CPD related to:</p> <p>Attention Bucket</p> <p>Zones of Regulation</p> <p>Whole school staff CPD: The Whole Child – The role of the key adult.</p> <p>School to fund qualified play therapist to work with children with SEMH needs.</p> <p>ELSA employed to support children with SEMH needs.</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clicker writing programme training used to enhance writing outcomes for disadvantaged learners.	<p>There is increased evidence to suggest that the use of technology to supporting children, who have SEN/D needs can significantly improve writing outcomes for children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support – Fresh Start Phonics Programme – Linked to RWInc.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £16860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy funded to support 12 children with high levels of SEMH.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Funded breakfast club for all pupil premium families	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Strong evidence basis that if children have a good quality breakfast prior to starting their school day, they make better progress.	4
Funded school uniform for all pupil premium children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform Although there is limited evidence that uniform has a direct correlation with pupil outcomes, there is evidence that it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline	4
School trip funding of 50% for local trips and 66% for residential trips	This demonstrates and promotes equity for all. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo Evidence basis shows that children having real life experiences can improve outcomes by as much as 9 months.	4

Total budgeted cost: £96860

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.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils increased in EYFS with 33.3% of disadvantaged children attaining ELG compared with 81.8% of non-disadvantaged children.

Within end of Key Stage 2 results, there was an improving picture within all subjects. The gap between our disadvantage students and non-disadvantaged has closed with 46.7% of PP children attaining the combined standard at the end of KS2. This was an increase of 21.2% from the previous year.

Absence among disadvantaged pupils has reduced over the course of the past academic year. However, the gap between the attendance of disadvantaged pupils and non-disadvantaged pupils has increase for the first time in 3 years. In 2021-22 it was 12.98% higher than their peers. This has reduced to 7.89% in 2022-23 and further reduced on 2023-24 with a figure of 5.24%. It then increased in 2024-25 with a gap of 9.18%. Whilst we have seen a significant improvement of 7.74% throughout the course of the last PP strategy, we continue to strive to improve this figure to raise attendance of our disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have seen a positive impact within maths for our disadvantaged children, with their outcomes being well above National and LA for expected standard at the end of KS2 by 15%. We continue to strive to improve the outcomes for our Disadvantaged Pupils within reading and writing at EXS and also continue to improve outcomes at GDS standard for writing and mathematics.

Within Phonics, Disadvantage children continue to be behind their peers and national, which is why the school are committing a significant percentage of PP funding to the embedding of RWInc for 2025-26. 25% of disadvantage pupils achieved the phonics standard in comparison to 80% of non-disadvantage children.

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
Dyslexia Screener	GL assessments
RWInc	Ruth Miskin
Accelerated Reader	Renaissance Learning
White Rose Maths	Boolean Hub