

Elmhurst School Pupil Premium Strategy Statement

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	Elmhurst School
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	155/475 = 33% <ul style="list-style-type: none">• 144 PP• 11 EYPP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 3 of 3
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Lee & Kirsty Needham
Pupil premium lead	Suzy Honey
Governor / Trustee lead	Marcus Pickover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191, 969.58 (+£3695.46 for EYPP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable) ¹⁹³	£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	£195, 665.04

Part A: Pupil Premium Strategy Plan

Statement of Intent

Year 3 of the strategy has been considered throughout the Summer Term 2024, following the review of last year's plan, whole school assessment data and through discussions with the school leadership and pastoral team.

Our school follows the graduated approach to learning in which we regularly assess, plan, do and review to ensure that implemented support is targeted and impactful. Our strategy is based upon robust diagnostic assessment and research-based evidence in which we seek to ensure that:

- We identify our pupils based on assessment of need rather than a label;
- We have a distributed leadership team for our Disadvantaged Pupils, where we drive improvements together and share a collective responsibility.

At Elmhurst School, we have high expectations for all of our pupils regardless of their background, needs or abilities. We are proud of the diverse community that we serve and value fostering positive relationships with our school community so that we can work in partnership to provide a strong educational offer for our pupils.

We recognise the fundamental importance of good pupil attendance and punctuality so that all pupils benefit from this educational offer. We have a robust system in place for tracking pupil attendance both daily, and in a three-weekly cycle so that identified pupils and families can receive targeted and timely support.

Ensuring our pupils are cared for, happy and ready to learn is also seen as a necessity and features highly in our strategy plan, in line with Maslow's Hierarchy of Needs. By supporting identified pupils with their Social, Emotional and Mental Health (SEMH), we recognise that children, as well as their peers in class, are more successful in their learning.

The acquisition of language, including the exposure to and interaction with vocabulary is another key element of this strategy plan. The 'vocabulary gap' for children in receipt of Pupil Premium funding is a widely acknowledged challenge nationwide. This reality, together with 49% of our Pupil Premium children who are also known to have English as an Additional Language, adds further complexity and challenge. We aim to overcome this barrier, ensuring careful planning of vocabulary and oracy within quality-first teaching and targeted intervention.

We aim for every child to be a successful reader – this includes our Disadvantaged Pupils. This means that at least 95% of our children will leave Year 1 confidently

reading Phase 5 books, having also passed their Phonics Screening test. (Phase 5, set 5, completing the programme)

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally and therefore we aim to enable our Disadvantaged Pupils to learn to read so they can read to learn. Focus on developing our Reading and Phonics curriculum will positively impact on our children's access to other subjects such as maths, writing and Project Guerrilla and ensure they are ready for the next phase of their education.

High-quality Reading and Phonics Teaching is another fundamental aspect of our strategy plan. We tightly focus on accurate assessment and identified areas which our pupils require the most support in.

This statement details our school's use of pupil premium funding to improve the attainment of those identified as disadvantaged pupils under the government criteria given. In addition to the above, Elmhurst School has the discretion to spend the Pupil Premium funding on pupils who do not meet the criteria for eligibility, but need additional support; for example, those who may be acting as a carer or those who have, or have had support from a social worker.

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent Absentee attendance and poor punctuality, resulting in children missing morning high quality learning opportunities. Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic growth.</p> <p><i>2021-2022 Persistent Absentees analysis highlighted that distance from school and lateness were key factors. Tracking and monitoring has begun to have a positive impact, however this must be embedded during 2022-2023.</i></p> <p><i>47% of all parental dialogues between staff members and parents in 2021-2022 were for pupils in receipt of PP funding. These are largely to discuss attendance, punctuality, family support or SEMH.</i></p> <p><i>Outcomes from 2022-23 show that Persistent Absenteeism is still a core challenge for 2023-24; however now that a robust tracking system is in place, a focus on holidays in term time will now begin.</i></p> <p><i>Outcomes from 2023-24 show that Persistent Absenteeism remains a core challenge for 2024-25 especially in the current Years 1, 3 and 5 cohorts. 68% of parental dialogues were to PP parents, many of these were to discuss attendance and punctuality.</i></p>
2	<p>A high proportion of children are affected by Social, Emotional and Mental Health; either personally or within the family affects them from being ready to learn. The impact of COVID and absence from school has resulted in pupils experiencing a lack of resilience and low self-esteem preventing a substantial number of pupils from fully engaging with their learning. These findings are also supported by national studies. Some pupils also struggle with attachment challenges, meaning they can be reluctant to come to school.</p>

	<p><i>2021 – 2022 SEMH analysis highlighted that 36% of all behaviour incidents involved children in receipt of PP funding, 59% of pupils who visited the Learning Lounge were in receipt of PP funding and 36% of pupils who attended counselling sessions were in receipt of PP funding.</i></p> <p><i>2022 – 2023 outcomes show a positive impact of the pro-active and reactive work conducted within the Learning Lounge this year. Investment in Forest School sessions demonstrate additional positive impact on SEMH. During 2023-24, the focus will be on embedding these strategies further.</i></p> <p><i>2023 – 2024 outcomes show a continuance in the amount of proactive and reactive work that the pastoral team in particular do with PP pupils. The make-up of more structured and specialist lunchtime provision and SEMH interventions continue to hold more than 50% of PP pupils in almost all cases. A small number of PP pupils, who also have other identified needs, account for a large number of behaviour incidents and proactive work.</i></p>
3	<p>A high proportion of children living in EAL households and/or with limited experiences results in a vocabulary deficit and limited cultural capital. Low starting points for ‘Communication and Language’ in the Early Years. Recent lockdowns and public health concerns have impacted pupils’ wider experiences further and rising costs have meant that real-life experiences have become increasingly limited for some children.</p> <p><i>2022-2023 Language Link baseline data for pupils in Reception demonstrates that 51% (27/53) of pupils in Reception require Language Link intervention. In total, 56% (33/59) pupils are receiving intervention for their Communication and Language needs.</i></p> <p><i>Baseline data for Autumn 2022 states that 37% of all YR children are ‘On Track’ for their Listening, Attention and Understanding and 49% are ‘On Track’ for their Speaking. (DP data is 29% for Listening, Attention and Understanding, compared to non-DP at 38%, and 29% for Speaking, compared to non-DP at 52%).</i></p> <p><i>Baseline data for Autumn 2022 states that 26% of all YN children are ‘On Track’ for their Listening, Attention and Understanding and 21% are ‘On Track’ for their Speaking. (DP data is 33% for Listening, Attention and Understanding, compared to non-DP at 26%, and 67% for Speaking, compared to non-DP at 18%).</i></p> <p><i>2023 – 2024 outcomes show there is a continued need for these interventions in place.</i></p>

4	<p>Low stakes placed on the importance of reading to children/reading at home and few books in the family home results in reduced exposure to the printed word, vocabulary and the joy of reading. Staff absence, particularly concerning Covid-19, has reduced capacity at school level to consistently provide an elevated offer for pupils so they may 'close the gap' with their peers.</p> <p><i>Reading at home data demonstrates that in all year groups, less than 50% of pupils neither read independently nor are heard read three times a week, with some year group data showing this figure is significantly below 50%</i></p> <p><i>2023 – 2024 outcomes show that reading at home remains a challenge. Reading data is still not in line with national averages and therefore must remain a priority.</i></p>
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Intended outcomes (by end of Year 3)

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
To increase the attendance percentage and improve the punctuality of pupils in receipt of Pupil Premium Funding.	<p>Attendance data is tracked through a robust, three-weekly process so that swift and impactful action can occur.</p> <p>The attendance team, Co-HT and Pupil Premium Leader will meet half-termly to discuss pupils whose attendance is a concern and identify actions from this.</p> <p>Attendance data improves to meet 95.5% national target</p> <p>Communicating high expectations for parents and pupils from all members of the staff team results in punctuality improving, meaning less children will enter the school late</p>

	<p>Late procedure embedded with children brought in through the side gate and parents targeted for support in improving poor punctuality.</p> <p>Disadvantaged Pupil Persistent Absentee rates reduce to below 15%, excluding term time holiday data.</p>
<p>To build strong relationships with children and their families to support early identification of barriers to learning so that targeted, timely support is implemented, barriers are removed and children are successful at school.</p>	<p>Pupil voice will show that at least 95% of pupils will feel safe and cared for at school.</p> <p>Swift, impactful actions will be taken by the Pastoral Team to benefit individuals and the wider community.</p> <p>Behaviour Watch analysis will show that behaviour incidents for pupils reduces over time.</p> <p>Proactive work (including alternative provision) will take place with identified children to support their mental health, confidence and resilience. Pupil perceptions towards these will be positive.</p> <p>Parents will actively engage and seek support from the school.</p>
<p>To improve the communication and language skills of pupils in order to narrow the vocabulary gap.</p>	<p>Speech and Language link assessments have a named impact on pupil progress.</p> <p>At least 80% of our Disadvantaged Pupils in Reception will achieve expected or above in their Communication & Language and Reading.</p> <p>Quality interactions in Early Years and KS1 will give opportunities for children to be exposed to, and interact with, new vocabulary.</p>

	<p>High quality oracy will be evident in Reading and talk for Writing lessons. Model texts will use ambitious and engaging vocabulary, which the children will be able to use in their own sentences.</p> <p>High quality oracy will be evident across the curriculum, for example, through reasoning in Maths and Science and through discussion in Project Guerilla.</p> <p>Written outcomes for writing will improve. Children will be more adventurous in their vocabulary choices and use these more effectively.</p> <p>Children will be able to articulate their wants and needs through explicit learning on Zones of Regulation, which will support their self-regulation.</p>
<p>To enable all children to be fluent, comprehensive and confident readers.</p>	<p>By 2024-2025, the end of 3-year plan, 95% of all pupils and of disadvantaged pupils will pass their phonics screening check by the end of Year 1.</p> <p>All Little Wandle interventions (including RPS, Keep Up and Catch Up) will be high quality and lead to rapid, marked improvements in pupil outcomes.</p> <p>Pupil outcomes for Reading in all year groups will improve by at least 10 percentage points by 2024-2025. Disadvantaged pupil attainment will be in line with their peers.</p> <p>The Rapid Catch-up and SEND programmes are fully embedded and demonstrating impact on pupil progress.</p> <p>Teachers prioritise and have a good understanding of reading progress, identifying gaps and closing these in a timely manner.</p>

High quality teaching in Reading Practise Sessions is embedded, consistent and demonstrate fidelity with the LW scheme. Children are in the correct groupings and matched with the right books.

The keep up programme is embedded with Learning Support Assistants and intervention teachers taking ownership of pupil outcomes.

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: £77 320

Actual cost: £

Activity Number	Activity	Evidence that supports this approach	Challenge number(s) addressed
.1	<p>Investment in Disadvantaged Pupils Leaders and Co-Headteachers through high-quality training, CPD and dedicated leadership time.</p> <p><i>The Disadvantaged Pupils Leader will have knowledge, skills and capacity to oversee PPSP and ensure impact from action taken.</i></p>	<p>Online CPD, webinars and conferences ensure that Disadvantaged Pupils Leaders and Co-Headteachers have up to date knowledge and understanding of the effective use of Pupil Premium funding.</p> <p>https://thenationalcollege.co.uk/experts/marc-rowland https://educationendowmentfoundation.org.uk/</p> <p>Dedicated leadership time ensures that the challenges identified in the PPSP are being addressed and that intended outcomes are on track for the end of the academic year. A distributed leadership approach means that the needs of all disadvantaged pupils are being addressed.</p>	1, 2, 3 & 4
2	<p>Investment in and empowerment of phonics leader through school and GLT monitoring and dedicated leadership time.</p> <p><i>The Phonics Leader will have clarity over strengths and areas for</i></p>	<p>Regular monitoring of phonics and RCU/KU/SEND Programme/RPS by Phonics Leader to identify development opportunities.</p> <p>Dedicated leadership time ensures that CPD and intervention takes place across all year groups and that teaching is of the highest possible standard. The Phonics Leader will undertake their own CPD</p>	4

	<i>development of current provision in order to drive further impact.</i>	to ensure the school is using the most up to date teaching strategies recommended by Little Wandle. https://www.littlewandlelettersandsounds.org.uk/about-us/	
3	Investment in Forest School space for staff members. <i>The Forest School area is developed in line with expectations and a high-quality programme is planned and delivered to pupils.</i>	<i>“Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning.”</i> Forest School Association (FSA) Investment in a Forest School environment on site and equipment, in addition to trained members of staff allows all children the opportunity to benefit from sessions within their year group, with activities tailored to meet their needs. https://www.plymouth.ac.uk/uploads/production/document/path/7/7634/Transforming_Outdoor_Learning_in_Schools_SCN.pdf	2 & 3
4	Retain staff members dedicated to improving school attendance and the wellbeing of pupils. <i>This will support pupils being in school, ready to learn so they may benefit from high-quality teaching, intervention and experiences.</i>	Evidence suggests that developing relationships with parents and thus opening up lines of communication and improving attendance plays a crucial role in supporting pupils and ensuring they are ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1 & 2
5	Develop Quality Interactions in Early Years and KS1 through recruitment and high-quality CPD. <i>Quality interactions will promote the vocabulary and language development of pupils at an early age.</i>	In-house CPD will ensure that all new staff members have high quality training on the impact of Quality Interactions. Research shows that Quality Interactions in Early Years and through KS1 develops communication skills and enhances vocabulary. https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years#:~:text=The%20evidence%20on%20high%2Dquality,cognitive%2C%20behavioural%20and%20social%20development.	2 & 3

6	<p>Embed Reading Roadmap scheme, across the school to promote reading for pleasure.</p> <p><i>Our school environment will centre around the importance of reading for pleasure and the enjoyment of books.</i></p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>reading_for_pleasure.pdf (publishing.service.gov.uk)</p>	3 & 4
7	<p>Further development of Little Wandle: Letters & Sounds Revised, including SEND programme.</p> <p><i>Priority focus on the assess, plan, do & review approach so we secure stronger phonics teaching for all pupils.</i></p>	<p>Phonics approaches have a robust evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4
8	<p>Little Wandle Early Reading & Phonics Leader receives dedicated leadership time for monitoring and tracking progress and for monitoring staff CPD.</p> <p><i>We will ensure that planned staff meetings and INSET days continue to train all relevant staff in Little Wandle developments (this will include PPA cover Class Teachers, HLTAs and LSAs).</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	2, 3 & 4
9	<p>Embed Talk for Reading from Y2-Y6 with a focus on staff CPD, language acquisition and development and progression in line with Talk for Writing learning outcomes. Work alongside Talk for Reading Consultant to achieve Talk for Reading Showcase status.</p> <p><i>Talk for Reading leadership time will ensure CPD and high-quality focus in on these identified areas for development.</i></p>	<p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	3 & 4

	<i>Whole school training will take place.</i>		
10	<p>Talk for Writing Consultancy Days focus on development of language and oracy development across the school.</p> <p><i>Language acquisition and development is promoted within the curriculum across the school in a systematic way.</i></p>	<p>A robust and embedded approach to teaching literacy is established within the school, with particular emphasis on vocabulary and communication at its core.</p> <p>KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3 & 4
11	<p>Launch of the school's podcasting studio to promote oracy across the curriculum.</p> <p><i>Language acquisition and development is promoted within the curriculum across the school in a systematic way.</i></p>	<p>A robust and embedded approach to teaching literacy is established within the school, with particular emphasis on vocabulary and communication at its core.</p> <p>KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3

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

Budgeted cost: £44,848

Actual cost: £

Activity		Evidence that supports this approach	Challenge number(s) addressed
1	<p>Early intervention for all pupils highlighted as 'At Risk' with our Little Wandle phonics assessments, including Placement assessments for new starters.</p> <p><i>Keep Up experts to be developed in every year group to support targeted interventions for those pupils identified. Rapid Catch Up Programme embedded.</i></p>	<p>All children deserve the best possible start in life. Too many children face the kind of disadvantage that affects their development and threatens their future health and happiness. Early intervention can play a part in offering these children and their families the support they need to reach their potential.</p> <p>Why early intervention matters Early Intervention Foundation (eif.org.uk)</p>	2, 3, & 4
2	<p>Immediate intervention for Y1 and Y2 pupils with phonic gaps.</p> <p><i>Build in capacity through HLTAs, Librarian and Phonics Leader time to deliver keep up interventions.</i></p>	<p>Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. One of the seven is:</p> <ul style="list-style-type: none"> • Early identification of children at risk of falling behind, linked to the provision of effective keep-up support. <p>LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf (littlewandlelettersandsounds.org.uk)</p>	3 & 4
3	<p>Embedding and increasing the use of Lexia in Y3-Y6, including monitoring and tracking of outcomes.</p> <p><i>Our SENDCo will dedicate time to the monitoring and tracking the use</i></p>	<p>The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'.</p>	2, 3 and 4

	<i>of Lexia to support pupils with SEND and DP in Reading progress.</i>	Research - LexiaUK	
4	Scaling up of Speech Link in all year groups. <i>The SENDCOs will timetable and plan for increased amounts of time to be spent on this effective intervention, dedicating trained adults to each targeted intervention.</i>	The EEF recommends that a plan for sustaining and scaling an intervention from the outset, whilst continually acknowledging and nurturing its use. <ul style="list-style-type: none"> • Plan for sustaining and scaling an innovation from the outset. • Treat scale-up as a new implementation process. • Ensure the implementation data remains fit for purpose. • Continually acknowledge, support, and reward good implementation practices. 	4
5	Embedding Language Link in all year groups. <i>The SENDCOs will timetable and plan time to be spent on this effective intervention, dedicating trained adults to each targeted intervention.</i>	Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	4
6	Embedding the effective Social, Emotional and Mental Health interventions of Alternative Provision, Lunchtime provision, Learning Lounge sessions and PALS. <i>The SENDCOs will dedicate a proportion of their time to ensuring these interventions remain consistent in approach and effective.</i>	There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. SEMh-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk)	4
7	Developing Forest School Sessions in Years 2-6 to develop self-esteem, language and oracy. <i>A trained Forest School leader will be leading this for children in Alternative Provision and KS2 classes for 2024/25. Additional Forest School sessions are scheduled for the</i>	One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	2, 3 & 4

	<i>summer holidays 2025 for identified DP pupils.</i>		
8	<p>SENDCo to dedicate daily time to delivering Maths session for Year 6 SEND pupils and HLTA to deliver this provision in English.</p> <p><i>Class Teachers can therefore focus attention and support team on Pupil Premium children and particularly PP Key Marginals (B1s).</i></p>		4

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

Budgeted cost: £100,753

Actual cost: £

Activity Number	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	Subsidise trips, visitors and experiences to improve the cultural capital for pupils. <i>Pupils experience support their SEMH and promote language development.</i>	EEF believe that “ <i>all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</i> ” and there is an argument that suggests that enriching education can direct improve pupils’ attainment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term	2 & 3
2	Support vulnerable families with uniform costs. <i>All pupils experience a sense of belonging.</i>	Current evidence suggests that, although wearing a uniform will not improve academic outcomes, it can positively impact behaviour for learning and a school ethos through a sense of community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_searchh&search_term	1 & 2
3	Further development of the Learning Lounge and Learning Lounge Leaders. Additional tailored lunchtime support for key pupils in	Schools may also wish to consider assessing social and emotional outcomes that relate to how well pupils learn. Equally, pastoral teams could conduct semi-structured interviews with pupils across the academic year, monitoring and responding to any changes across the school year (particularly for more vulnerable pupils).	2

	<p>Reception, KS1 and 2 will be established to focus on SEMH. ELSA to be continued as an addition to the existing offering. Learning Lounge leaders and pastoral team to provide proactive support with key pupils to focus on SEMH needs and ensure they are supported. Soft start for our most vulnerable pupils.</p> <p><i>This will enhance our Pastoral school offer and support our most vulnerable pupils. SDQs will enable the right SEMH support to be provided.</i></p>	<p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>SEMH support on a 1:1 basis can be considered for pupils who are undergoing temporary or ongoing additional needs. This support can be delivered by a qualified ELSA: https://www.elsanetwork.org/about/support/</p>	
4	<p>Regular attendance tracking to allow for proactive early intervention and support to be put in place for families of persistent absentees. Regular communications within the pastoral and wider team to ensure these children are supported.</p> <p><i>This will support early intervention and rapid response. It will enable our Family Support Workers to build positive relationships with identified families from early on in a pupil's school life.</i></p>	<p>More successful schools set up rapid response systems to address poor attendance.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	1 & 2
5	<p>Fund breakfast club for our Persistent Absentees who are consistently late.</p> <p><i>Decisions will be based on individual cases and will run for a</i></p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in</p>	1 & 2

	<i>set length of time before evaluating success and whether funding needs to continue. If attendance does not improve during the set period of time, funding will be withdrawn.</i>	attendance can lead to meaningful impacts for these outcomes. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
6	Fund transport for our Persistent Absentees who struggle to attend due to distance from school. <i>Decisions will be based on individual cases, our robust attendance tracking document and the positive conversations between parents and our Family Support Workers. Support will run for a minimum of half a term and a maximum of a term</i>		1
7	Ensure we adapt our paperwork and communication systems to reflect the needs of our English as a Second Language Parents. Provide in-house translators where possible. <i>Our Family Support Workers will develop effective communication strategies, targeting our ESOL hard to reach parents/carers.</i>	Tips for communicating with families: <ul style="list-style-type: none"> • Develop a clear plan for communications with families. • Audit your current communications (especially with less-involved families) to assess what is working well and what is not. • Try to personalise messages as much as possible. Communicating Effectively with Families - Guide for Schools.pdf (educationendowmentfoundation.org.uk)	1 & 2
8	Introduce Alternative Provision within classes in Reception, Year 1 and KS2. <i>Learning will better meet the needs of the pupils in AP, improve behaviour and enable teaching</i>		1, 2, 3, 4

	<i>and support staff in classrooms to focus on pupils in receipt of PPG to improve outcomes.</i>		
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Total budgeted cost: £ 197,296

Total actual cost: £197,296

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 2023 to 2024 academic year.

Challenge 1 – Attendance

Attendance is monitored closely throughout the year, with a robust 3-weekly system in place for targeting families with low attendance. Letters are issued at regular intervals and families are identified for clear communication regarding attendance, support from family support workers and the pastoral team or external services, such as the County Attendance Team.

Whole Year 5/9/23-19/7/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Absentee Difference	PA Difference
Reception (SSA)	92.27%	32.81%	89.29%	52.94%	93.32%	25.53%	-4.03%	-27.41%
Year 1	93.02%	23.33%	84.81%	83.33%	93.54%	19.64%	-8.73%	-63.73%
Year 2	93.32%	16.67%	93.55%	11.76%	93.31%	18.6%	+0.24%	+6.84%
Year 3	94.91%	16.13%	94.61%	25%	95.02%	13.04%	-0.41%	-11.96%
Year 4	93.29%	21.67%	90.72%	40.91%	94.85%	10.53%	-4.13%	-30.38%
Year 5	93.92%	16.67%	92.35%	20.83%	95.01%	13.89%	-2.66%	-6.94%
Year 6	93.61%	15.63%	91.97%	17.65%	94.19%	14.89%	-2.22%	-2.76%

Autumn Term 5/9/23-19/12/23

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Absentee Difference	PA Difference
Reception (SSA)	93.96%	18.81%	93.67%	21.66%	93.75%	20.36%	-0.08%	-1.3%
Year 1	92.38%	31.82%	82.47%	21.96%	93.73%	20.75%	-11.26%	-1.21%
Year 2	93.21%	24.14%	92.23%	29.41%	93.63%	21.95%	-1.4%	-7.46%
Year 3	95.41%	11.29%	95.58%	12.5%	95.35%	10.87%	+0.23%	-1.63%
Year 4	93.61%	27.59%	90.68%	40.91%	95.46%	19.44%	-4.78%	-21.47%
Year 5	94.98%	15.25%	93.45%	20.83%	96.04%	11.43%	-2.59%	-9.4%
Year 6	95.41%	11.11%	96.06%	5.88%	95.18%	13.04%	+0.88%	+7.16%

Spring Term
04/01/24-28/3/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Absentee Difference	PA Difference
Reception (SSA)	91.79%	25.93%	92.44%	26.23%	91.79%	25.93%	+0.65%	-0.3%
Year 1	93.53%	20.31%	90.55%	38.1%	95.17%	11.63%	-4.62%	-26.47%
Year 2	93.44%	25%	92.67%	27.78%	93.73%	23.81%	-1.06%	-3.97%
Year 3	94.34%	19.35%	93.86%	29.41%	94.52%	15.56%	-0.66%	-13.85%
Year 4	91.63%	24.19%	92.4%	29.63%	91.04%	20%	+1.36%	-9.63%
Year 5	91.67%	25.4%	91.87%	25.93%	91.52%	25%	+0.35%	-0.93%
Year 6	93.04%	24.19%	91.56%	38.89%	93.65%	18.18%	-2.09%	-20.71%

Summer Term
15/4/24 – 19/7/24

	Whole Cohort	PA	PP	PP who are PA	Non-PP	Non-PP who are PA	Absentee Difference	PA Difference
Reception (SSA)	92.87%	27.5%	88.84%	54.55%	94.18%	17.24%	-5.34%	-37.31%
Year 1	90.82%	31.25%	88.61%	45.45%	92.05%	23.81%	-3.44%	-21.64%
Year 2	93.03%	19.67%	93.42%	27.78%	92.86%	16.28%	+0.56%	-11.5%
Year 3	94.88%	14.52%	93.73%	22.22%	95.35%	11.36%	-1.62%	-10.86%
Year 4	92.4%	29.03%	89.15%	46.43%	95.14%	14.71%	-5.99%	-31.72%
Year 5	92.99%	17.74%	92.88%	20.69%	93.09%	15.15%	-0.21%	-5.54%
Year 6	92.13%	23.81%	87.29%	44.44%	94.12%	15.56%	-6.83%	-28.88%

Our PP children's attendance remains a key challenge with figures showing attendance is lower for these pupils than their non-PP peers in all year groups except our current Year 3. While improving attendance remains a whole school focus, our attention must be aimed at our PP children. Particular focus must be placed on the persistent absenteeism of PP pupils in the current Year 2 and 5. Pupil Premium Leader to attend half-termly attendance meetings next academic year.

Challenge 2 - SEMH

Learning Lounge:

During 2023-24, Learning Lounge support has embedded its lunchtime provision, with additional support in place for vulnerable pupils. For KS2 We offer lunch sessions everyday where pupils can come to the Learning Lounge. We support them to make friendships, build confidence, take turns and follow our behaviour expectations. This is also a quieter space for those pupils that find the playground overwhelming. For KS1 we offer the same support in the climbing frame area by reception. The Learning Lounge supports class teachers and LSA's to ensure our Behaviour Policy is consistently followed and our pupils are happy, safe and learning. We support both in and out of class depending on what the pupil needs. Many of our pupils can become emotionally dysregulated, the Learning Lounge offers a quiet space to calm and talk.

Numbers of children visiting the Learning Lounge

Year Group	Total PP	Lunch session PP	Behaviour PP	SEMH PP
Reception	11	0	4	7
Year 1	8	2	3	3
Year 2	11	4	2	5
Year 3	14	6	1	7
Year 4	36	14	10	12
Year 5	36	13	5	18
Year 6	16	2	7	7

Year Group	Total Non PP	Lunch session Non PP	Behaviour Non PP	SEMH Non PP
Reception	5	0	2	3
Year 1	5	1	1	3
Year 2	20	8	7	5
Year 3	10	3	4	3
Year 4	31	4	12	15
Year 5	27	7	5	15
Year 6	17	4	6	7

SEMH Implications and Provision:

	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Parental Dialogue slips	6653	4548	2105	+2443
SEMH slips	494	401	93	+308
Safeguarding slips	360	284	76	+208
Behaviour slips	1563	1131	432	+699
Bullying slips	4	2	2	0
Racist slips	8	3	5	-2

PARENTAL DIALOGUES	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	964	585	379	+206
Year 1	868	673	195	+478
Year 2	735	464	271	+193
Year 3	1114	754	360	+394
Year 4	805	608	197	+411
Year 5	1127	805	322	+483
Year 6	982	403	579	-176

SEMH	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	40	28	12	+16
Year 1	36	31	5	+26
Year 2	45	30	15	+15
Year 3	50	41	9	+32
Year 4	78	64	14	+50
Year 5	133	116	17	+99
Year 6	90	82	8	+74

SAFEGUARDING	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	52	31	21	+10
Year 1	35	30	5	+25
Year 2	26	18	8	+10
Year 3	45	37	8	+29
Year 4	58	49	9	+40
Year 5	70	62	8	+54
Year 6	39	36	3	+33

BEHAVIOUR	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	199	149	50	+99
Year 1	107	68	39	+29
Year 2	294	147	147	0
Year 3	70	49	21	+28
Year 4	338	262	76	+186
Year 5	343	289	54	+235
Year 6	212	167	45	+122

BULLYING	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	0	0	0	0
Year 1	0	0	0	0
Year 2	0	0	0	0
Year 3	1	0	1	-1
Year 4	2	2	0	+2
Year 5	0	0	0	0
Year 6	1	0	1	-1

RACIST	Total number of incidents	Total number of incidents involving PP children	Total number of incidents involving Non-PP children	Difference between PP and Non-PP
Reception	0	0	0	0
Year 1	3	3	0	+3
Year 2	1	1	0	+1
Year 3	1	1	0	+1
Year 4	2	1	1	0
Year 5	1	0	1	-1
Year 6	0	0	0	0

This data clearly shows the continued need to invest in this area as the number of behaviour slips as well as SEMH, Safeguarding and Parental Dialogue slips are far higher than their counterparts. Family Support Workers and Learning Lounge Leaders invest the majority of their time in working with children in receipt of Pupil Premium. As we move into 2024 – 2025, 71% of pupils identified for alternative provision and currently in receipt of pupil premium funding.

Forest School:

Our forest school leaders have been running whole cohort sessions throughout the year as well as a summer school. 14 children attended this, of which 7 were PP. This will continue this year and allows the children to participate in a range of activities.

SEMH interventions

Less than expected progress

As expected progress

More than expected progress

SEMH Provisions by Year Group

Year Reception

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
PALS	2	5	0.00	-0.40	+0.4
Lunchtime Support	3	1	-0.33	0.00	-0.33

Year 1

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
Lunchtime Support Aut/Spr	0	1	n/a	0.00	
1:1 Lunchtime Support Aut/Spr	0	1	n/a	0	
Lunchtime Support Spr/Sum	2	0	0.5	n/a	

Year 3

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
Time to Talk	5	7	n/a	n/a	Unable to run provision due to L/T staff absence
Social Skills Group (LL)	2	2	0.75	0.75	=

Year 4

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
Socially Speaking G1	4	3	-0.50	0.67	-1.17
Socially Speaking G2	5	2	-1.20	0.00	-1.2
Social Skills Group (LL)	2	2	-1.00	0.00	-1
1:1 Social Skills (LL)	1	1	-2.00	1.00	-3

*due to staff shortage and in class needs, it wasn't possible to run provisions during Spr2 and Summer Term

Year 5

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
Social Skills Group Aut/Spr (LL)	2	2	-1.00	0.00	-1
Social Skills Group Spr/Sum (LL)	2	2	0.50	0	

Year 6

Provision	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
Social Skills Group Aut/Spr (LL)	1	5	2.00	0	
Social Skills Group Summer Term (LL)	1	5	1.00	0	
1:1 Social Skills (LL)	2	2			
Socially Speaking Aut/Spr	2	5	0.25	-0.20	

Counselling took place for Years 3-6.

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
3	0	1	n/a	-2.00	n/a
4	1	0	-1.00	n/a	n/a
5	4	1	0.25	1.00	+0.75
6	1	5	-2.00	-0.20	-1.80

ELSA takes place for different year groups, this year children from Years 2-5 have accessed this support either 1:1 or in small groups.

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
2	1	1	-2.00	-2.00	0
3	1	0	0	n/a	n/a
4	4	3	-1.00	-1.33	-0.33
5	3	5	0	0	0

Challenge 3 - Vocabulary

Two Year Olds and Nursery:

Children are beginning to learn a love of reading for pleasure in Two Year Olds and Nursery and are then ready for Little Wandle Phase 2. The Book Boxes purchased through PP funding have benefitted both cohorts and are in constant circulation in both settings.

Nursery Cohort

Nursery Break-down (Target 72%)	On track for GLD	PP (18)	Not (31)	SEND (6)	Not (44)	EAL (31)	Not (18)	Boys (24)	Girls (25)
Base-line	7% (3/42)	0% (0)	8% (3/39)	0%	8% (3/36)	0% (0/19)	13% (3/23)	0% (0/22)	15% (3/20)

% Ex-pected										
Autumn End % Ex-pected	21% (8/38)	25% (4/16)	18% (4/22)	0%	23% (8/35)	4% (1/23)	47% (7/15)	20% (4/20)	22% (4/18)	
Spring End % Ex-pected	18% (9/49)	28% (5/18)	13% (4/31)	0%	20% (9/44)	10% (3/31)	33% (6/18)	21% (5/24)	16% (4/25)	
End of Year % Ex-pected	26% (12/47)	41% (7/17)	17% (5/30)	0%	31% (12/39)	17% (5/30)	41% (7/17)	29% (7/24)	22% (5/23)	

Reception:

Reception Break-down (Target 72%)	On track for GLD	PP (16)	Not (44)	SEND (11)	Not (49)	EAL (22)	Not (38)	Boys (28)	Girls (32)	Elmhurst Nursery Attendees (30)	Non-Elmhurst Nursery Attendees (30)
Base-line % Ex-pected	14% (8/60)	0% (0/10)	16% (8/50)	0%	15% (8/54)	16% (4/25)	11% (4/35)	4% (1/27)	21% (7/33)	14% (4/29)	13% (4/31)
Autumn End % Ex-pected	33% (20/60)	10% (1/10)	38% (19/50)	0%	28% (15/53)	35% (8/23)	32% (12/37)	7% (2/27)	55% (18/33)	24% (7/29)	39% (12/31)
Spring End % Ex-pected	35% (21/60)	19% (3/16)	41% (18/44)	0%	42% (21/49)	36% (8/22)	34% (13/38)	11% (3/28)	56% (18/32)	33% (10/30)	37% (11/30)
End of Year % Ex-pected	64% (38/59)	53% (8/15)	68% (30/44)	0%	81% (38/47)	71% (15/21)	61% (23/38)	50% (14/28)	77% (24/31)	63% (19/30)	66% (19/29)

Language Link Intervention (1 - Listening)

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
1	3	12	1.00	1.00	=
2	2	16	1.00	0.88	+0.22
3	4	14	0.93	0.75	+0.18
4	7	6	1.00	0.50	+0.5
5	4	12	0.13	0.04	+0.09
6	4	9	0.75	0.78	+0.03

Language Link Intervention (2 Concepts and Instructions)

Year Group	PP	Non-PP	Outcome of PP	Outcome for Non-PP	Difference
1	3	13	0.33	0.15	+0.18
2	6	22	0.33	0.09	+0.24
3	5	13	0.80	0.92	+0.12
4	8	6	1.00	0.83	+0.17
5	6	10	0.17	-0.11	
6	3	9	Unable to run intervention due to staff availability		

When this intervention is able to take place, Language Link is having a positive effect on all children involved with our PP children progressing well.

Challenge 4 - Reading

Little Wandle is now fully established within Elmhurst and the results demonstrate how embedded the teaching has become. Phonics screening data shows the impact of quality first teaching and the Keep-Up programme. All PP pupils in Early Years and KS1 have targeted interventions tailored to their individual requirements.

2YOs, Nursery and Reception

	Comprehension				Word Reading			
	EXP	EXP PP	EXP Non PP	Difference	EXP	EXP PP	EXP non PP	Difference
	Whole cohort				Whole cohort			
2 Year olds	71%	56%	88%	-32%	71%	56%	88%	-32%
Nursery	76%	73%	78%	-5%	65%	73%	61%	+12%
Reception	81%	78%	82%	-4%	88%	89%	88%	+1%

Our PP nursery children will be a focus of planning and PPMs moving forward to ensure they are able to close the gap.

Year 1 Screening Check

	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Score of 32 and above	90% (52 chn)	100% (21 chn)	84% (31 chn)	+16%
Score of 0-31	10% (6 chn)	0%	10% (6 chn)	+10%

Our focus on Year 1 PP phonics was well rewarded and will continue with the new cohort.

Year 2 Screening Check (children who scored below 32 in Year 1)

	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Score of 32 and above	75% (9 chn)	100% (1 child)	89% (8 chn)	+11%
Score of 0-31	17% (2 chn)*	0%	0%	0%

Historic Results

2015	2016	2017	2018	2019	2022	2023	2024
72%	67%	69%	83%	82%	60%	85%	90%

Big Cat Collins assessment data

Reception



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	45% (27 chn)	31% (5 chn)	50% (22 chn)	-19%
Below	55% (33 chn)	69% (11 chn)	50% (22 chn)	

Year 1



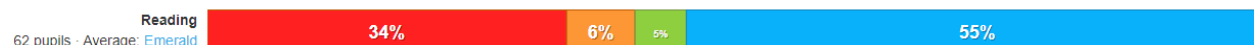
	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	65% (19 chn)	45% (9 chn)	28% (10 chn)	+17%
Below	34% (36 chn)	55% (11 chn)	71% (25 chn)	

Year 2



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	50% (30 chn)	39% (7 chn)	55% (23 chn)	-16%
Below	50% (30 chn)	61% (11 chn)	45% (19 chn)	

Year 3



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	60% (37 chn)	44% (8 chn)	65% (29 chn)	-21%
Below	40% (25 chn)	55% (10 chn)	35% (15 chn)	20%

Year 4



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	70% (42 chn)	78% (21 chn)	64% (21 chn)	+14%
Below	30% (18 chn)	22% (6 chn)	36% (12 chn)	

Year 5



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	73% (43 chn)	76% (22 chn)	70% (21 chn)	+6%
Below	27% (16 chn)	24% (7 chn)	30% (9 chn)	

Year 6



	Whole cohort	Pupil Premium	Non Pupil Premium	Difference
Expected	90% (55 chn)	84% (15 chn)	91% (39 chn)	-7%
Below	10% (6 chn)	17% (3 chn)	9% (4 chn)	

Big cat Collins assessments mainly to measure fluency with children having to read a certain number of words in a minute.

PiXL data

Autumn, Spring, Summer

Year 1	Whole cohort EXS+	PP EXS+	Non-PP EXS+	Difference
Reading	42% 42%	62% (13/21) 47% (10/21)	32% (12/38) 38% (14/37)	+30% +9%
Year 2				
Reading	18% 23% 52%	27% (4/15) 33% (6/18) 67% (12/18)	15% (6/41) 19% (8/42) 47% (19/41)	+12% +14% +20%
Year 3				
Reading	23% 38% 45%	12% (2/17) 30% (5/17) 50% (9/18)	28% (12/43) 43% (19/45) 43% (19/44)	-16% -13% +7%
Year 4				
Reading	30% 58% 62%	33% (8/24) 59% (16/27) 67% (18/27)	27% (9/34) 54% (19/35) 58% (19/33)	+6% +5% +9%
Year 5				
Reading	26% 37% 42%	28% (7/25) 30% (8/27) 34% (10/29)	26% (9/35) 43% (15/35) 50% (15/30)	+2% -13% -16%
Year 6				
Reading	36% 57% 64%	29% (5/17) 44% (8/18) 67% (12/18)	39% (17/44) 61% (27/44) 63% (27/43)	-10% -17% +4%

The PiXL data shows that PP children reading comprehension is above our non-PP children across the school with the exception being Year 5 – this is now our current Year 6 cohort and these children have been invited to booster groups and will be a target in all lessons. Years 3 and 4 did a great job focusing on their PP children and enabling them to close the gap.

Impact of 2023-2024 and Priorities for 2024-2025

Impact

- PP pupil's attendance has marginally improved from 90% across the school in 2022 – 2023 to 91% this year.
- Our Pastoral team meetings highlight our most vulnerable children and support teachers to develop strategies to enable these children to be successful.
- Talk for reading embedded school-wide.
- Proactive Learning Lounge support, particularly during lunchtimes, is helping to regulate children with behavioural or social needs and develop their resilience and self-esteem, with the majority of those attending receiving Pupil Premium funding.

- The Year 1 and 2 Phonics Screening Check results demonstrate the success of Little Wandle teaching throughout the Early Years and Key Stage 1, with 100% of PP children achieving a pass mark of 32 or above.
- In all year groups except Year 5 PP children's reading assessments are higher than their non PP peers.
- Outcomes for BCC assessments demonstrate an upward trend for each year group. By Year 6, 84% of DP pupils have achieved their expected level in Big Cat Collins Assessments.
- High level of parental engagement with PP children demonstrated in the slips.

Priorities for Next Year

- Improve attendance for PP, in all cohorts except Year 3, which needs to remain consistent.
- Persistent absentee families to continue to be a focus for the staff team through class teacher and LSA involvement, FSW involvement and mentoring from the Pastoral Team particularly in Year 2 and 5.
- Continue to embed the Little Wandle catch up, keep up and SEND programmes.
- Continue to embed the Talk for Reading approach across Years 2-6, monitoring impact and academic outcomes.
- Close the gap between Pupil Premium pupils and their peers in the current Year 5 (new Year 6 cohort) through precision teaching and learning and where needed, targeted intervention.
- Improve the number of behaviour incidents for PP pupils through proactive intervention and close workings with families.