

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Elmstead Wood Primary School
Number of pupils in school	288 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 years, 2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Haig
Pupil premium lead	Rachel Haig
Governor / Trustee lead	Gulcin Sesli and Corinne Sheehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,875
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£152,360

Part A: Pupil premium strategy plan

Statement of intent

We set high targets for all our children and we support every child in achieving their very best. We aim to excite children about their learning and motivate them to develop their knowledge and understanding. We are a very supportive school and are determined to ensure that all our children are given every chance to realise their full potential.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium funding is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these.

We recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

A designated member of the senior leadership team takes responsibility for Pupil Premium. We have researched best practice and effective strategies to inform decisions about our spending such as:

- Ensuring that spending is directly linked to closing gaps in attainment
- Developing our assessment system to identify gaps in learning
- Making use of our own data to expand existing interventions
- Ensuring there is quality first teaching on a day to day basis
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promoting reading through engaging texts
- Developing a nurturing approach to help to remove barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Many children now enter school with a very low level of oral language and early reading skills. This is more prevalent in Pupil Premium children.
2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register.

3	Attendance and punctuality of Pupil Premium children is generally lower than their peers.
4	There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic abuse and parental anxiety.
5	Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health.
6	Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language and early reading skills for disadvantaged pupils.	The achievement of disadvantaged pupils in EYFS communication and language and reading will match or exceed national averages and the gap between them and their peers will be reduced. The number of disadvantaged pupils passing the Year 1 phonics check will be above national average.
All disadvantaged pupils for whom there is no cognitive SEND will reach national expectations in reading, writing and maths and for the number passing the Year 1 phonics check and Year 4 multiplication check to increase.	At the end of Key Stages, there will be no identified significant gaps between disadvantaged pupils and their peers. The number of disadvantaged pupils passing the Year 1 phonics check will be above national average. Those with and SEND need will make better than expected progress
SEND and disadvantaged pupils are supported to make good progress	SEND and disadvantaged pupils make good progress from their starting points and progress is in line with their peers.
Improved attendance and punctuality for disadvantaged pupils to make sure that it is above national averages	The percentage of disadvantaged pupils classed as persistently absent is not greater than that of their peers, which is less than the national average.
For families to be sign posted to external agencies for support	Families feel confident to ask the school for advice.

For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise	Pupil Premium children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing. Physical and mental wellbeing of all pupils is well supported within the school. Children understand the importance of making positive choices to engage in a healthy lifestyle.
Curriculum design and enrichment activities ensure that disadvantaged pupils have access to wider opportunities leading to raised aspirations	Children are able to talk confidently about their learning. They demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in extra- curricular clubs by 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: £58,581.26

Activity	Evidence that supports this approach	Challenges addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.	Research from the Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
Continued embedding of a whole school oracy project, to develop pupil's confidence, articulation and capacity to learn.	Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
CPD on a mindfulness project in school to enable staff to promote well-being and resilience.	Research undertaken by the Mindfulness in Schools Project demonstrates the benefits and applications of mindfulness in schools.	4, 5

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

Budgeted cost: £33,604

Activity	Evidence that supports this approach	Challenges addressed
School led tutoring – additional HLTA and TA support to provide targeted interventions informed by regular assessment and monitoring and keeping group sizes small.	Guidance from the DFE (School Led Tutoring Sept 21) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to classroom practice and delivered by school staff.	1, 2
Teaching assistant to implement the Nuffield Early Language Intervention (NELI) with EYFS and Y1 children to improve children's language and early literacy skills.	Research found that NELI children made on average 3 months of additional progress in language.	1
Teaching assistant to implement the Read, Write, Inc. Fresh Start programme for children in Y5 and Y6.	Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts. Research from the Education Endowment Foundation (EEF) shows phonics has a positive impact.	2
Teaching assistant to provide support for KS2 children in mathematics, using PiXL Diagnose, Therapy, Test and Review model.	Intensive small group tuition is effective for lower attaining groups.	2

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

Budgeted cost: £60,174.74

Activity	Evidence that supports this approach	Challenges addressed
A full time pupil support lead to support pupils with particular social and emotional needs with a focus on learning behaviours. They will also work with families to sign post them to appropriate support. The social and emotional needs of disadvantaged children can be supported through	Research from the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Being able to effectively manage emotions will be beneficial to children.	4, 5

interactions with the school guinea pigs.		
Pupil Support Lead alongside senior leaders and an external Education Welfare Officer target disadvantaged pupils who are regular absentees and those who are at risk of becoming regular absentees. Use the school guinea pigs as a means to promote attendance by offering incentives for regular attendance	Current data from the school shows that disadvantaged pupils have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.	3, 4
Outdoor Play and Learning (OPAL) supervision teams.	Children have the right to experience rich opportunities for play. Children in OPAL schools learn to self-regulate through practice, trust and freedom. All children, including disadvantaged pupils will be significantly more active. Research shows OPAL children are happier and report improved mental health. Many OPAL schools report increased creativity, imagination and collaborative skills. Children can't wait to come to OPAL schools because they have such fun.	3, 5, 6
Subscription to the LYFTA learning platform	Lyfta invites students to experience different cultures and perspectives. It gives them the opportunity to see and connect with positive human stories from around the world - modelling resilience, problem-solving, teamwork, and many other critical skills, values and competencies.	5
Bursary for school trips to ensure that disadvantaged pupils can attend school trips and visits, including residential.	School trips can help develop children's self-esteem and self-confidence. They give children the chance to experience cultures, respect differences and broaden their horizons and knowledge.	6

Ensuring that all children are able to access breakfast provision free of charge with no stigma through the National School's Breakfast Programme and subsidised places at the school's Breakfast Club.	Guidance from the DFE (Breakfast Clubs Set Up and Implementation, 2017) shows that breakfast clubs reduce the number of pupils coming to class hungry and can help pupils eat more healthily. They can also help pupils' attendance and punctuality as they can be a way of encouraging pupils to get to school on time. Breakfast clubs can help pupils concentrate and pay attention in class. Pupils being hungry has been linked with poor concentration in class. Breakfast clubs can help pupils' social development. Eating breakfast together makes it easier for children to mix with other pupils who are not in the same classes as them and with children in different age groups.	3, 4, 5
Enrichment and extracurricular activities, including after school and holiday clubs, improves mental and physical health.	In a paper published by the Social Mobility Commission in July 2019 named "An Unequal Playing Field", they showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.	3, 5, 6
Subsidy for uniforms for disadvantaged pupils	School uniforms play a key role in promoting pride, self-confidence, and a feeling of belonging within the school. These factors contribute to pupils' well being, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers.	4,5
Provision of specialist music tuition from the Bromley Youth Music Trust.	The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. Music can enrich each student while strengthening the shared bonds of support and trust which make a great school.	5, 6
BSL interpreter available at Parents Evenings	Ensuring that all parents are able to have access to all school events ensures that we are not discriminating against any particular group of people.	

Total budgeted cost: £152,360

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. At the time of assessment, 104 children were eligible for pupil premium and, of these, 20 had a special educational need or disability.

Year group	Number of children eligible for pupil premium
R	10
Year 1	12
Year 2	13
Year 3	16
Year 4	17
Year 5	18
Year 6	18

Numbers of disadvantaged pupils meeting age related expectations			
	Maths	Reading	Writing
EYFS	5/10	6/10	6/10
KS1	9/13	6/13	8/13
KS2	11/18	9/18	9/18
Year 1 phonics	32+ 12/12		
Year 4 multiplication check	25 11/17 Mean Score: 22.94		

1. Improved oral language and early reading skills for Pupil Premium children

Reading

- Teaching of phonics was consistently of a high standard and staff benefited greatly from ongoing CPD throughout the year
- New staff were trained in RWI approaches and reading leader delivered regular coaching sessions
- There was a clear phonics tracking system in place. Groups were regularly reviewed.

- Appropriate interventions were implemented (eg: RWI 1-1 tutoring, PiXL) and are reviewed regularly. Disadvantaged pupils were give priority to these sessions
- 100% of Pupil Premium children passed the Phonics screening check
- Children in Y3 and Y4 continued on the RWI programme if needed
- RWI Fresh start programme embedded in Y5 and Y6 and reviewed regularly.

Oral language

- Staff received targeted CPD focussing on oracy, communication and reading
- All children in EYFS were screened by the Speech and Language therapists before October half term which led to regular support being implemented
- The Nuffield Early Language Intervention (NELI) focused on identified children in EYFS and was reviewed regularly
- Lesson observations showed that the Voice21 Oracy framework was integrated into lessons across the curriculum, which allowed children to develop skills in using new vocabulary and supported them in discussions

2. SEND and Pupil Premium children are supported to make good progress

- Pupil Premium and SEND children were identified quickly which enabled prompt support in school and targeted involvement from external agencies
- Teachers were aware of pupils who have both SEND and PP and planned for their needs across the curriculum
- Termly pupil progress meetings measured pupils' progress and attainment and highlighted those who were at risk of not reaching their targets, so that timely interventions or adjustments to teaching could be put in place
- More accurate identification of SEN pupils enabled their needs to be better addressed through timely, high quality interventions
- TAWNC timetables were regularly reviewed to respond to the changing needs of the pupils and maximise impact on progress and attainment
- Focus on progress of Pupil Premium and SEND children to continue to enable gaps to be closed

3. Improved attendance and punctuality for Pupil Premium children to make sure that it is above national averages

- Attendance for pupil premium children for the last academic year was 89.5%
- Targeted support was provided to these families including home pick-ups, breakfast provision and breakfast club places to ensure these children were in school
- Work with the Education Welfare Office targeted specific families
- This area will continue to be an area of focus in the next academic year

4. For families to be sign posted to external agencies for support

- The Pupil Support Lead built good working relationships with a growing number of community and charitable organisations, enabling better signposting for families in need
- Families engaged well with the school and took advantage of the support the school provided
- Half termly newsletters contained contact information for a number of local and national organisations that families could turn to in times of need

5. For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise

- The Pastoral Support Team quickly identified children with mental health concerns and specific support was provided to these children
- The Pupil Support Lead completed ELSA training and supported targeted pupils
- Some children were referred to our school based play therapist or to external agencies to ensure individualised support could be delivered.
- Zones of Regulation embedded which gave children the ability to better regulate their feelings
- Enrichment and extracurricular activities were well attended by disadvantaged pupils, leading to improved mental and physical health.
- All children had access to breakfast each day, without stigma, through the National Schools Breakfast Programme
- A robust PSHE programme ensured that pupils have a good understanding of what it means to be mentally and physically active.
- Weekly assemblies focusing on core values supported pupils to develop appropriate skills and strategies

6. Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations

- The Spring Partnership Trust shared curriculum was refined and embedded
- Residential visits for Y5 and Y6 children were subsidised so that disadvantaged children had the opportunity to take part.
- A full transition programme took place for Y6 pupils. Parents of vulnerable pupils report that they have settled well into Year 7
- Children were given the opportunity to take part in the Young Voices choir at the O2.

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
ELSA	An Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils.
EWO services	London Borough of Bromley

