

# 3 Year Pupil Premium Strategy Statement

## Elmgrove Primary School and Nursery

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	Elmgrove Primary School and Nursery
Number of pupils in school	831
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023- 2024, 2024-25 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs D Gardner
Governor / Trustee lead	Ms M Upadhyaya

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,560
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,560

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

- **What are your ultimate objectives for your disadvantaged pupils?**
  1. For the attainment and progress for disadvantaged pupils to be the same or higher than national figures
  2. To narrow the gap in attainment between all pupils and disadvantaged pupils
- **How does your current pupil premium strategy plan work towards achieving those objectives?**

The plan identifies areas we wish to focus on to achieve the above.

- **What are the key principles of your strategy plan?**

Provide all children in receipt of Pupil Premium with an enriching curriculum and provide opportunities for every pupil to access a wide range of learning experiences. Targeted support for pupils to ensure they are ready to learn and make accelerated rates of progress against all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of skills needed for mastering learning at greater depth/ expected standard.
2	Gaps in learning in reading, writing and maths
3	Pupils with a SEN find it harder to understand concepts of the relevant curriculum.
4	Limited vocabulary, knowledge and underdeveloped reading comprehension skills in inference and deduction for Key Stage 1 and 2 pupils.
5	Limited technology for children to access learning at home
6	Emotional and behavioural issues for pupils which affects their academic

	progress.
7	Lower attendance rates for some disadvantaged pupils
8	Lack of cultural and artistic experiences to support pupils' wider educational needs which can impact on maths and English outcomes

## 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
To improve attainment in reading at KS2	To achieve the national average at the expected standard
To improve attainment in writing at KS2	To achieve the national average at the expected standard
To improve progress in maths between KS1 and KS2	Achieve national average progress scores in KS2 Maths (0)
To increase the number of children who reach the expected standard in the Phonic Screening Check	Achieve national average expected standard in Phonic Screening Check
To improve attendance	Improve attendance of disadvantaged pupils to 96%

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through Read Write Inc. (RWI) development days, the Phonics Lead and English lead are supported to become highly effective in leading phonics interventions, while parents are provided	<ul style="list-style-type: none"> <li>EEF evaluations have shown that when teaching assistants are used to deliver high quality interventions they can generate additional month's progress for pupils struggling in literacy and numeracy. Therefore we as a school need to invest in</li> </ul>	1, 2,3,4

with resources to use at home to reinforce learning. In addition, staff benefit from high-quality CPD training that develops their skills in teaching reading and writing, with a particular focus on phonics.	targeted training	
<i>SEN CPD</i>	<ul style="list-style-type: none"> <li>• Role modelling from adults is key especially in approaches to develop spoken vocabulary.</li> <li>• EEF states that “improvements are more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff”</li> </ul>	
<i>Behaviour training and resources</i>	<p><i>EEF research states in improving behaviour in schools “Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level”</i></p>	

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistant intervention groups, booster groups in year 6</i>	<ul style="list-style-type: none"> <li>• EEF studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</li> </ul>	2,3,4

<p>Homework club is provided for those PP children who can't access work at home in KS2</p>	<ul style="list-style-type: none"> <li>• Research shows that a lack of funding can mean that PP children do not have access to the same learning resources at home. Pupils eligible for free school meals typically receive additional benefits from homework. In the most effective examples homework was an integral part of learning, rather than an add-on which is why online platforms such as Oxford reading Buddy, TTRS and MyMaths are used to create bespoke learning for each child.</li> </ul>	<p>5</p>
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>The Parent Support Worker will support families with attendance through collaboration with Local Authority services, as well as by helping with access to uniform provision and wraparound care. They will act as the first point of contact for parents regarding issues that may affect their children, including attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>• Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning. By providing care, uniform and support we can address barriers in learning.</li> <li>• Clear evidence that children growing up in economically disadvantaged environments are linked to poorer social, emotional and behavioural outcomes.</li> </ul>	<p>7</p>
<p>Music tuition is subsidised for pupil premium students by 37%. This will develop their cultural capital and open up activities and learning they may not otherwise have access to.</p>	<ul style="list-style-type: none"> <li>• This opportunity has resulted in a small rise in participation in the school's Music and Instrumental Programme from pupils eligible for Pupil Premium. These pupils often have limited access to a wide range of musical experiences, including live performances.</li> </ul>	<p>8</p>

<p>Plan in enrichment opportunities to support wider educational needs including music lessons, educational visits and out of hours activities - subsidise these for PP families</p>	<ul style="list-style-type: none"> <li>• Sutton Trust <a href="#">Subject to Background - Sutton Trust</a> pupil results improved if they had more opportunities to visit museums, galleries, events.</li> </ul>	<p>8</p>
<p>Work with the family support worker, Counselling Service and external groups to support the emotional and behavioural needs of pupils and their families</p>	<ul style="list-style-type: none"> <li>• EEF states that interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. EEF states that “improvements are more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff”.</li> <li>• Increasing number of pupils in school who are classed as vulnerable and the counsellors support these pupils and their families</li> </ul>	<p>6</p>

**Total budgeted cost: £217,560**

## 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 2024-2025 academic year. We are not able to calculate KS1-KS2 progress scores for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures. We are also unable to show results broken down by prior attainment.

\*\*National outcome data is not yet available so figures below are not complete with 2025 data

Aim	Outcome
<p>Achieve national average progress scores in KS2 Reading (0)</p> <p>Percentage of pupils meeting the expected standard or above in reading,</p>	<p>Average score in reading for Elmgrove disadvantaged pupils 102 compared to England non-disadvantaged of 107</p> <p>78% disadvantaged at Elmgrove compared to 75% for All in England</p>
<p>Percentage of pupils meeting the expected standard in reading, writing and maths</p>	<p>54% disadvantaged at Elmgrove compared to 69% non-disadvantaged England</p>
<p>To maintain or increase national average progress score KS2 writing from</p>	<p>The gap between the disadvantaged and those not disadvantaged in Elmgrove who achieved reading, writing and maths at the expected standard or above is 12% and nationally is 22%.</p>
<p>Achieve national average progress scores in KS2 Maths (0)</p> <p>Percentage of pupils meeting the expected standard or above in maths,</p>	<p>Average score in maths for Elmgrove disadvantaged pupils 100 compared to England non-disadvantaged of 106</p> <p>59% disadvantaged at Elmgrove compared to 74% for All England</p>
<p>Achieve national average expected standard in Phonics check</p>	<p>79% school disadvantaged in Year 1 compared to 45% of national disadvantaged</p>
<p>Improve attendance of disadvantaged pupils to 96%</p>	<p>Attendance was 92% 2024-2025 on a par with the year before</p>

## 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
Schools Counselling Partnership	SCP