



Pupil premium strategy statement

Elm C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	32% (68 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jackie Mills
Pupil premium lead	Katelyn Hemsley
Governor / Trustee lead	Christopher Mackett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,310.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£97,310.00

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Elm C of E Primary School are expected to make good progress and attain high standards in all subject areas, regardless of their background or the barriers they encounter. The main objective of our pupil premium strategy is to assist disadvantaged pupils in reaching that goal.

We will discuss the difficulties that our most vulnerable pupils – eg. those who have social workers or are young caregivers - face. Whether or not they are disadvantaged, the initiative we have outlined in this statement aims to meet their needs.

Our approach is centred on high-quality teaching, with particular attention to areas where disadvantaged pupils most need assistance. This may help all pupils in our school whilst also having the biggest effect on reducing the achievement gap between disadvantaged and advantaged pupils.

Our strategy will be adaptable to both typical barriers and unique requirements, based on thorough diagnostic evaluation rather than conjecture regarding the influence of disadvantage. Our chosen strategies work in conjunction to support pupils' success across the curriculum.

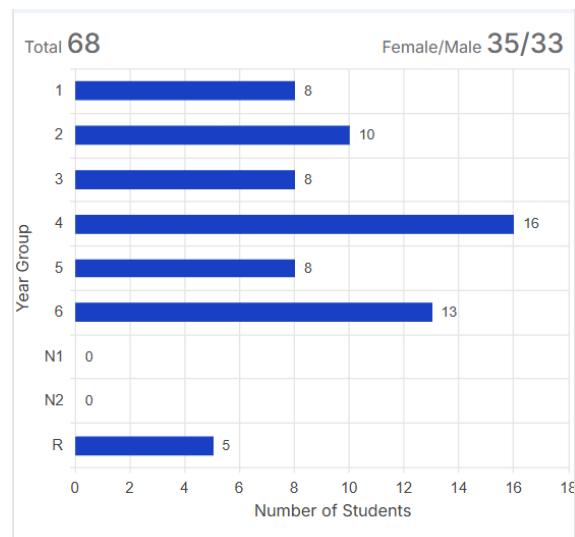
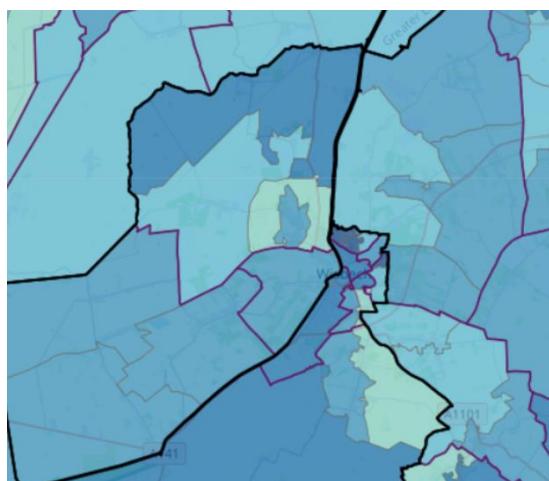
DEMAT Education Principles drive our Pupil Premium strategy:

- All DEMAT children are entitled to a rich, highly specified curriculum where knowledge is valued, well-sequenced and taught to be remembered. It is not left to chance.
- The curriculum is the progression model which underpins our approach to assessment and prioritises the formative aspect of this at the point of learning for ALL children.
- Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that ALL DEMAT pupils receive their entitlement because their identified needs are addressed.
- The curriculum provides the platform for opportunities to ensure that powerful knowledge develops understanding and takes children beyond their otherwise lived experiences, allowing them to think better, and opening up life choices.
- Our research-informed pedagogy ensures that what is taught is designed to help pupils to remember the long term, the content they have been taught and to integrate new knowledge into larger concepts.
- In DEMAT schools, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.
- We intentionally foster strong relationships and proactive communication with families and professionals so there is a shared understanding of the evidence-informed inclusive practice.
- Rigorous, systematic teaching of reading is paramount and includes mastery of the phonic code, fluency (automaticity, accuracy and prosody) and comprehension. This means that anyone involved in reading instruction must be inducted with the required subject and pedagogical knowledge.

- In all subjects, strong teacher subject knowledge is crucial; we must ensure that teachers are equipped with, and effectively use, the knowledge required to ensure coherence and avoid misconceptions.
- Maximising pupil outcomes in all year groups is imperative to ensure that children have the foundations to build successful futures and to be inducted into the educated community.
- The behaviour curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve.
- We hold the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.

- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Demography and School Context



Number of Pupils (School-aged Pupils)	211
Number of Pupil Premium pupils	68 (32%)
Pupil Premium who pupils have SEN	27 (39.7%)
Pupil Premium Plus (LAC)	5 (2.4%)

Ultimate Objectives:

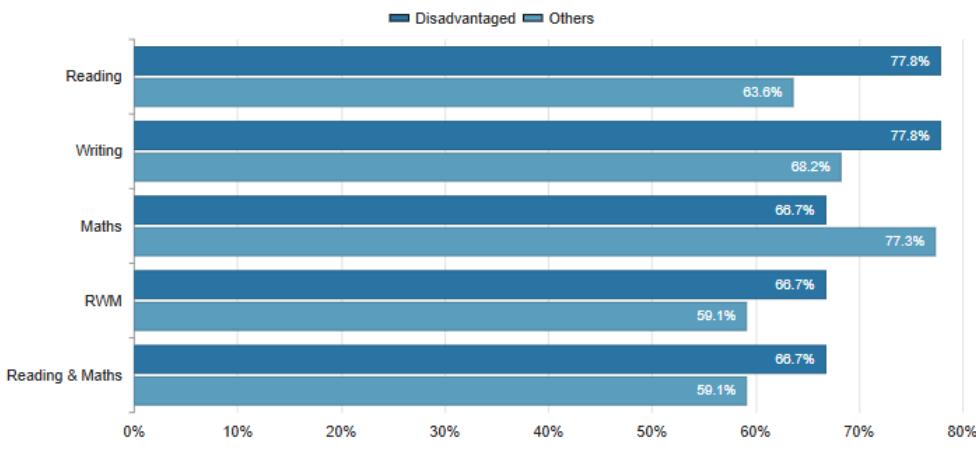
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also with internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Y6 and thus achieve GCSE English and Maths.

Challenges

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

Challenge number	Detail of challenge																															
1	Over the past 3 years, the attendance of Pupil Premium children has been below than that of non-Pupil Premium children. Below is the data from the academic year 2024-2025.																															
PP vs Non-PP Attendance % 2024-2025																																
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<table border="1"> <caption>PP vs Non-PP Attendance % 2024-2025</caption> <thead> <tr> <th>Category</th> <th>Non PP (%)</th> <th>PP (%)</th> </tr> </thead> <tbody> <tr> <td>Yr1</td> <td>96.94</td> <td>94.93</td> </tr> <tr> <td>Yr2</td> <td>96.95</td> <td>84.79</td> </tr> <tr> <td>Yr3</td> <td>96.69</td> <td>95.12</td> </tr> <tr> <td>Yr4</td> <td>96.44</td> <td>95.33</td> </tr> <tr> <td>Yr5</td> <td>96.95</td> <td>94.04</td> </tr> <tr> <td>Yr6</td> <td>96.11</td> <td>92.46</td> </tr> <tr> <td>Overall</td> <td>96.66</td> <td>93.17</td> </tr> </tbody> </table>									Category	Non PP (%)	PP (%)	Yr1	96.94	94.93	Yr2	96.95	84.79	Yr3	96.69	95.12	Yr4	96.44	95.33	Yr5	96.95	94.04	Yr6	96.11	92.46	Overall	96.66	93.17
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Further to this data, there is a disparity between PP and non-PP pupils in regard to Persistent Absences >=10%.																																
	Non PP	0	0	1	1	0	1	3																								
	PP	2	5	4	0	4	2	17																								
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2	<table border="1"> <thead> <tr> <th>Year</th><th>Key stage 2 (Year 6) cohort</th><th>MTC (Year 4) cohort</th><th>Phonics (Year 1) cohort</th></tr> </thead> <tbody> <tr> <td>2025, 2024, 2023</td><td>37</td><td>-</td><td>-</td></tr> </tbody> </table> <div style="text-align: right; margin-top: 10px;">3 of 5</div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>0 of 5</p> <p>3ya Read % ES</p> </div> <div style="text-align: center;"> <p>2 of 5</p> <p>3ya EGPS % ES</p> </div> <div style="text-align: center;"> <p>* 3ya RWM % ES *</p> <p>3ya Writ % ES</p> <p>3ya Mat % ES</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Below Close to average Above </div> <p>Statutory assessment data indicates that attainment among Pupil Premium children is above that of non-Pupil Premium children. This is as a result of a continuous drive to improve outcomes for this identified group. However, following KS2 Statutory assessment in 2024-2025, there was backwards trend for mathematics.</p>  <table border="1" style="margin-top: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77.8%</td> <td>63.6%</td> </tr> <tr> <td>Writing</td> <td>77.8%</td> <td>68.2%</td> </tr> <tr> <td>Maths</td> <td>66.7%</td> <td>77.3%</td> </tr> <tr> <td>RWM</td> <td>66.7%</td> <td>59.1%</td> </tr> <tr> <td>Reading & Maths</td> <td>66.7%</td> <td>59.1%</td> </tr> </tbody> </table>	Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort	2025, 2024, 2023	37	-	-		Disadvantaged	Others	Reading	77.8%	63.6%	Writing	77.8%	68.2%	Maths	66.7%	77.3%	RWM	66.7%	59.1%	Reading & Maths	66.7%	59.1%
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3	Assessments, observations, and discussions with pupils indicate underdeveloped oral spelling skills and vocabulary gaps among many disadvantaged pupils in KS2. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																										
4	Within our school, a significant number of pupils have multiple factors of vulnerability. 21% of our cohort are currently (Sept 2025) on the SEN register. Whereas 39.7% of our pupil premium children are on the SEN register. These																										

	pupils, with multiple factors of vulnerability, are more at risk of underachievement.
5	Observations and interactions with our disadvantaged pupils suggest that some of these children have low self-esteem and or social difficulties. This can, in disadvantaged and other pupils, present as difficult behaviours and negative interactions especially during playtime or unstructured times.

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
Progress in Reading	Close the gap between national progress/attainment scores and Elm progress scores in KS2 Reading
Progress in Writing	Close the gap between national progress scores and Elm progress scores in KS2 Writing
Progress in Mathematics	Close the gap between national progress scores and Elm progress scores in KS2 Maths
Phonics	Achieve at or above national average expected standard in Phonics Screening Check
Attendance	Raise the attendance of disadvantaged pupils.

The above intended outcomes are the same as last year (2024-2025). We feel that these outcomes need more focus to be able to fully embed in order to allow all disadvantaged pupils to be more successful.

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: £12,870.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds-Write Portal / access to CPD £1150	<u>EEF Guidance: Preparing for Literacy</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years <u>EEF Guidance: Improving Literacy in Key Stage 1</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 <u>EEF Guidance: Improving Literacy in Key Stage 2</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3,4
Use Instructional Coaching Programme STAR institute £546	<u>EEF: Effective Professional Development</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Increase parental engagement in curriculum workshops particularly in English and Mathematics.	<u>EEF: Working with Parents to Support Children's Learning</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2,3,4

£600		
TA focused CPD (Recovery through relationships / Elkhan / Thinking Classrooms /Can DO Maths) £7024.04	<u>Making best use of teaching assistants</u> https://d2tic4wvo1iusb.cloudfront.net/product/on/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737	2,3,4
Cambridgeshire 2024-25 Closing the Gap Pilot. Thinking Classrooms Programme £3550	https://courses.teachingtimes.com/bundles/thinking-classroom	ALL
Elkhan Communication Chain £2676 (CPD/SEN Budget)	https://s3.elkhan.co.uk/Blog/Time_to_think	2,3,4

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

Budgeted cost: £ 70,574.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Sounds Write sessions for identified pupils £21,524.00	<u>EEF Guidance: Phonics</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics <u>Sounds Write</u> https://sounds-write.co.uk/our-pedagogy/	2,3,4
Priority readers – daily £24,806.80	<u>EEF Guidance: Reading</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,4
Maths On Track – daily (Yr1-Yr6) 30 mins £22,632.80	<u>Can Do Maths:</u> https://candomaths.mykajabi.com/candomaths <u>EEF Guidance: Maths Mastery</u> https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	2,4
Nuffield Early Language Intervention £1611.20	<u>Nuffield Early Language Intervention</u> https://www.teachneli.org/	3,5

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

Budgeted cost: £ 19,131.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rock Steady Music Tuition £3150	Arts Work by City: Arts https://city-arts.org.uk/wp-content/uploads/2013/03/Art-Works.pdf	5
Sports coach for lunch time £8000	EFF: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Termly attendance meeting with identified pupils (persistent absentees and low absentees) £2628	EEF: Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Cambs Council https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/education-your-rights-and-responsibilities/school-attendance	1
50% bursary towards school trips for children in receipt of FSM. £2000	The Influence of Educational Activities During School Trips in Teaching Young Children https://www.europeanproceedings.com/article/10.15405/epsbs.2017.05.02.70	1, 5
Wrap around care (breakfast club) £2040	EEF Guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	3,4,5
Emotional Literacy Interventions	EEF Guidance: Emotional and Social https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5

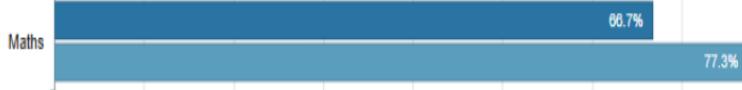
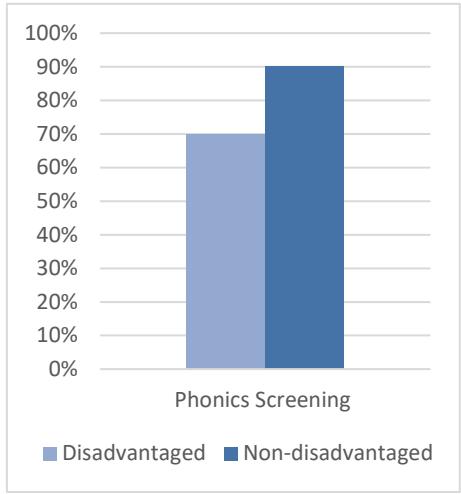
£1313.28		
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Total budgeted cost: £ 102576.12 (Additional £5266.12)

In order to meet our ultimate goals, we feel that the above strategies are necessary and therefore have subsidised the remaining balance.

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcome
Progress in Reading	Close the gap between national progress/attainment scores and Elm progress scores in KS2 Reading	 Achieved
Progress in Writing	Close the gap between national progress scores and Elm progress scores in KS2 Writing	 Achieved
Progress in Mathematics	Close the gap between national progress scores and Elm progress scores in KS2 Maths	 Not achieved yet
Phonics	Achieve at or above national average expected standard in PSC	 Not achieved yet
Other	Ensure attendance of disadvantaged pupils is above 95%	<u>PP Attendance</u> <p>2021-2022 = 89.51%</p> <p>2022-2023 = 91.28%</p> <p>2023-2024 = 93.01%</p> <p>2024-2025 = 93.17%</p> Not achieved yet

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nuffield Early Language Intervention	Nuffield Foundation
Sounds Write	Sounds Write
Elklan Training	Elklan Training