Elmtree Infant and Nursery School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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: September 2026

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	19% (29)
Academic year/years that our current pupil premium strategy plan covers **(3 -year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Sophie Dowling – Acting Headteacher
Pupil premium lead	Sophie Dowling – Acting Headteacher
Governor / Trustee lead	Simon Pearce (Quality of Education and Curriculum Governor)

Funding overview 2025 - 2026

Detail	Amount

Pupil premium funding allocation this academic year (excluding LAC)	£42,920
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£42,920

Part A: Pupil premium strategy plan 25-28

Statement of intent

Elmtree is an inclusive school where every child is inspired to achieve personal excellence and develop a passion for life-long learning. Our vision is to enable each child at our school to flourish by providing a secure, happy and stimulating environment, where they receive consistently good teaching and leave us with a love of learning as thoughtful, caring and confident future citizens.

High quality-first teaching is at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit our non-disadvantaged pupils.

We have a clear strategy to further improve the attainment of our disadvantaged learners within our school community. Our disadvantaged learners include pupils for whom we currently receive the pupil premium grant, those pupils who are working with a social worker and those who are recently adopted from care as well as any other learners who have an identified disadvantage. We aim for all our pupils to maximise their academic and social, emotional and behavioural potential for them to have high aspirations and a lifelong love of learning. Our strategy is based upon providing support via quality first teaching for all, targeted support and using other approaches for pupils with specific needs. We have used a range of evidence bases, including the DfE recommended Education Endowment Foundation (EEF) research, to inform us of strategies of support that will have maximum impact on the learning outcomes for our disadvantaged pupils. Impact is measured using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks and Pupil Voice. To ensure effective practice we will:

- ensure we have a whole school strategic approach to addressing disadvantage where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for achievement.
- act early to intervene at the point need is identified.
- challenge all learners, not least those with an identified disadvantage so that at least age-related expectations can be achieved/ accelerated progress can be made.
- provide wider support through our Elmtree Enrichment offer (cultural capital) as part of our curriculum and broader approach to education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: regular, punctual attendance and readiness to learn is a challenge for a small minority of our disadvantaged pupils.
2	Multiple barriers to learning and the intersectionality of these. Some disadvantaged pupils also have a special educational need or disability.
3	Nationally, children are not entering Nursery and Reception settings ready for school. This is because of the pandemic and wider issues that have stemmed from this, including a lack of support for the Early Years in social care, health (including speech and language services) and education support. Levels of engagement in preschool and prior Nursery school education have varied during the last few years. As a result, there are some pupils who need targeted 'catch-up' so that they are working at age-related expectations, specifically in communication and language, and social skills.
4	Many children who attend Elmtree require a bespoke and targeted enrichment curriculum to enjoy and live out the spirit of childhood, to learn and be well, to achieve at least age-related expectations and to address identified barriers to learning (disadvantage). The same is true for pastoral support and those children who need support for wider issues they face that may prove challenging in accessing the curriculum.

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 overall attendance across the whole school, particularly for that of our disadvantaged pupils.	Sustained and improved overall school attendance above the national average to at least 96%. A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils. A reduction in those who are persistently absent. A reduction in those who are persistently late.
For children who do not have an identified barrier to learning/ additional need to make at least 'expected progress' in reading, writing and maths and to meet the expectations in the Year 1 and 2 phonics check.	Pupils who do not have an identified barrier to learning/ special educational need or disability will reach ARE in reading, writing, maths and phonics (Phonics Screening Check). For pupils with the potential to achieve at a higher level to be supported to working towards

	GDS and for there to be evidence in books to support this.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils.	Sustained and improved overall levels of self-esteem, self-worth and enjoyment of school evidenced by qualitative data from pupil voice, pupil and parent surveys and observations from class teachers and support staff and family liaison officer. Increased participation of disadvantaged children participating in clubs and extra-curricular activities. Pupils effectively use the zones of regulation so that behaviour incidences and presentation of low self-esteem/ emotion-based school non-attendance are significantly reduced. Growth mindset principles to be re-introduced and adopted across the school. Behaviour values to support all children in their learning and well-being (Ready, Respectful, Safe, Kind) both in the classroom and at play and lunch times. Behaviours for learning approach to respect. Tiered approach to pastoral support (FLO).

Activity in this academic year 25-28

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality-First Teaching	There is strong evidence and research to suggest that the best way to improve attainment of pupils of all abilities and backgrounds is through high-quality teaching. We will continue to commit fully to both Little Wandle and wider CPD and the development of the curriculum to ensure high-quality teaching is present throughout the whole school. The school has purchased a subscription to National College to improve our CPD offer for all staff including both teaching staff and support staff. Phonics | EEF https://www.gov.uk/government/publications/pupilpremium/pupil-premium https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium Knowledgeable staff are better placed to support the pupils. Universal provision supports all learners through different learning styles. *Maths Hub project (ODBST), Writing Project (ODBST), Cued Articulation, Shape Coding, EY network (ODBST) and Bucks PiP project, ECT framework.* *Herts for Learning Approach to Writing, English Hub support* DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 3, 4
Attendance	Working together to improve school attendance - GOV.UK Supporting school attendance | EEF Being in school and accessing the curriculum is of huge importance when it comes to attainment. There is a vast amount of research that highlights the significant impact absences have on attainment.	1, 4

	Non-class-based support to offer outreach work with families, supporting attendance and working with family support services. Strategic approach to addressing persistent absence.	

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions and support	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment. DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2

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

Budgeted cost: £5,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Intervention Groups- provide pastoral support for vulnerable children either 1-1 or in small	Improving pupils' decision-making skills, their interactions with others and their self-management of their emotions can have a positive impact on attainment, as evidenced through the hierarchy of needs	1, 4

groups (disadvantaged, those with an additional need or disability, EBSA, SEMH, other). Family Liaison Officer role Work with the MHST to provide wider pastoral support for children and families.	research showing that children cannot achieve well if their basic needs and wellbeing needs are unmet. Zones of Regulation proven strategy in supporting emotion regulation in children. Used by all staff. MHST workshops, briefings, sessions with children/ families. Draw and Talk therapy	
Cultural Capital: - Making sure that identified barriers, particularly financial restraints, are removed for disadvantaged children allowing them to thrive. Wide range of enrichment and engagement opportunities offered throughout the curriculum and beyond to enable pupils to flourish. Milk provision.	Participation and physical activity can have a huge impact on the well-being and development of children. Removing the barriers to such activities can be beneficial to academic learning. Socioeconomic disadvantage and the attainment gap | EEF Improving educational outcomes for disadvantaged children Annual Report 2024: Disadvantage - Education Policy Institute Addressing educational disadvantage - Department of Education	1, 2, 4
Contingency fund to acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4

Total budgeted cost: £ 42,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 25-26

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	153
Total number of pupils eligible for PPG	24% (37)
Total amount of PPG received	**£49,995**
Summary of the strategic priorities of PPG spending 2025-2026	
Aim to increase attendance and punctuality of disadvantaged children. Aim to support those children with multiple identified barriers to learning, e.g. disadvantaged and special educational need. Aim to close the attainment gap between disadvantaged and non-disadvantaged pupils. Aim to increase Elmtree's offer for early reading in line with implementation of the new phonics programme – Little Wandle.	

Item/project	Intended impact	Evaluation of impact
Additional groups provided in Reading (phonics) & Maths Attendance and punctuality	To improve overall attendance across the whole school, particularly for that of our disadvantaged pupils.	Overall pupil attendance for the year stands at 94.4%. Our rate of persistent absence has reduced significantly to 14.3%, down from 18.2% in the previous academic year. The number of families classified as 'red' on our monitoring system has also decreased from 35 to 24, reflecting the positive impact of our targeted support. Our Headteacher and Family Liaison Officer (FLO) continue to work closely with many of these families to address barriers to regular attendance. Our strategic, whole-school approach to improving attendance and punctuality has been instrumental in reducing persistent absence. Increasing numbers of families are now actively engaged in ensuring their children attend school consistently. The half-termly RAG-rated attendance reviews, followed up by the FLO and Headteacher, alongside regular email updates to

Provide more focused intervention and support for pupils in Reading & Maths in Y2/ Phonics intervention groups for Phonics Screening Check in Y1.		parents regarding their child's attendance, have strengthened information-sharing and accountability. This has further enhanced the partnership between home and school, supporting improved attendance outcomes for our pupils. Elmtree continues to work towards an overall attendance of 96%. Disadvantaged children within the smaller intervention groups made accelerated progress throughout Y2. End of year outcomes exceeded National Averages and were the best outcomes achieved in the last three years.
Pastoral Support Multiple barriers to learning and the intersectionality of these.	Pupils are provided with dedicated adults to talk to in school following a bespoke program of support. For children who do not have an identified barrier to learning/ additional need to make at least 'expected progress' in reading, writing and maths and to meet the expectations in the Year 1 and 2 phonics check.	Pupils in Key Stage 1 met or exceeded the national average in both reading and writing. Attainment in mathematics was slightly below the national average; this outcome was influenced by two targeted pupils who had experienced extended periods abroad during the academic year. Phonics • Year 1 Phonics Screening Check: 75% of pupils achieved the expected standard. • Year 2 Phonics Screening Check: 88% SEMH concerns reduced. Children were better able to self-regulate and transition to junior school more smoothly.
Family Liaison Officer role Speech, communication and language (oracy) and social skills.	Monitor and improve attendance across the school. Provide pastoral support. Improved oral language skills and vocabulary among disadvantaged pupils.	<u>Attendance</u> 93.4% in July 2023 94.2% in July 2024 94.4% in July 2025 <u>Persistent absence</u> 24.4% in July 2023 18.2% in July 2024 14.3% in July 2025 Pastoral support provided strategies for children to understand, regulate and manage their emotions. These children have moved on to Year 2/ Year 3 and have transitioned more smoothly, with less incidents of requiring pastoral support. Nursery children transitioned into Reception well prepared for school, with the exception of those with identified additional needs. Their speaking, listening, and attention skills were broadly in line with age-related expectations. The strong progress made demonstrates the significant

		impact of high-quality learning and provision in Nursery.
Pupil premium children- trips and visits paid for. Pastoral support	Boost pupils' well-being and allow them to develop skills outside the formal school curriculum. Cultural capital and enrichment opportunities for all. To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils.	Disadvantaged children were offered a funded place on trips and visits. Our Family Liaison Officer (FLO) has undertaken training in a range of therapeutic approaches, including ELSA, Drawing and Talking, LEGO-based therapy, and play-based interventions. She delivers one-to-one and small-group sessions to support pupils' social, emotional, and behavioural needs, providing targeted and nurturing support for those who benefit from additional pastoral intervention. Several children have benefited from support.
Provide milk for children.	Ensure that children have access to dairy/ calcium as part of a balanced diet.	Milk was provided for children during 24-25.

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

Further information (optional)