

# Elmtree Infant and Nursery School

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 2024

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	20% (37)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Diana Ohene
Pupil premium lead	Diana Ohene
Governor / Trustee lead	David Bucklow

### Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year (excluding LAC)	£60, 680
Recovery premium funding allocation this academic year	£0

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60, 680

## Part A: Pupil premium strategy plan 24-25

### 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.	<p>Sustained and improved overall school attendance above the national average to at least 96%.</p> <p>A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>A reduction in those who are persistently absent.</p> <p>A reduction in those who are persistently late.</p>
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.	<p>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).</p> <p>For pupils with the potential to achieve at a higher level to be supported to working towards</p>

	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.	<p>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.</p> <p>Increased participation of disadvantaged children participating in clubs and extra-curricular activities.</p> <p>Pupils effectively use the zones of regulation so that behaviour incidences and presentation of low self-esteem/ emotion-based school avoidance are significantly reduced.</p> <p>Growth mindset principles to be re-introduced and adopted across the school.</p> <p>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.</p>

## Activity in this academic year 24-25

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: £30,000**

Activity,	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality-First Teaching</p> <p>Support for ECTs</p> <p>Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects.</p>	<p>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 CPD and the development of the curriculum to ensure high-quality teaching is present throughout the whole school.</p> <p><a href="https://www.gov.uk/government/publications/pupilpremium/pupil-premium">https://www.gov.uk/government/publications/pupilpremium/pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium</a></p> <p>Knowledgeable staff are better placed to support the pupils.</p> <p>Consistency in approaches.</p> <p>Ordinarily available provision (OAP) supports all learners through different learning styles.</p> <p><i>Maths Hub project (ODBST), Writing Project (ODBST), Cued Articulation, Shape Coding, EY network (ODBST) and Bucks PiP project, ECT framework.</i></p>	<p>2, 3, 4</p>
<p>Family Liaison Officer, with attendance lead role:</p> <ul style="list-style-type: none"> <li>- To monitor attendance throughout the whole school</li> <li>- To identify attendance trends and patterns</li> <li>-To liaise with parents of pupils who are persistently absent and put action plans in place to support good attendance to at least 96%</li> </ul>	<p>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.</p> <p>Non-class-based support to offer outreach work with families, supporting attendance and working with family support services.</p>	<p>1, 4</p>

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

**Budgeted cost: £15,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths targeted intervention group</p> <p>Small Maths tuition groups to deliver targeted learning to pupils identified through school’s pupil progress meetings</p>	<p>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.</p>	
<p>Keep-up, Re-teaching, Pre-teaching groups, teaching targeted pupils essential knowledge needed for their stage of learning and/ or for their next stage in learning</p>	<p>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.</p>	

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

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Intervention Groups: -</p> <p>Family Liaison Officer role</p> <p>Provide pastoral support for vulnerable children either 1-1 or in small</p>	<p>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 research showing that children cannot achieve well if their basic needs and wellbeing needs are unmet.</p>	<p>1, 4</p>

<p>groups (disadvantaged, those with an additional need or disability, EBSA, SEMH, other).</p> <p>Work with the MHST to provide wider pastoral support for children and families. Staff CPD for trauma-informed practice (teaching assistants and learning support assistants).</p>	<p>Zones of Regulation proven strategy in supporting emotion regulation in children. Used by all staff.</p>	
<p>Cultural Capital: - Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities, have uniform and equipment needed.</p> <p>Premier, EFF, school events and wider opportunities. Clubs and activities from Spring term 2025 onwards. Milk provision.</p>	<p>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.</p>	<p>1, 2, 4</p>
<p>Contingency fund to acute issues</p>	<p>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</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £ 60, 680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 23-24

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	182
Total number of pupils eligible for PPG	37
<b>Total amount of PPG received</b>	<b>£60, 680</b>
Summary the strategic priorities of PPG spending 2024-2025	
<p>Aim to increase attendance and punctuality of disadvantaged children.</p> <p>Aim to support those children with multiple identified barriers to learning, e.g. disadvantaged and special educational need.</p> <p>Aim to close the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Aim to increase Elmtree's enrichment offer for cultural capital within and across the curriculum to support children to 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). This will include wider curricular opportunities as well as extra-curricular clubs and activities, and pastoral support.</p>	

Item/project	Intended impact	Evaluation of impact
Additional groups provided in Reading (phonics) & Maths	Provide more focused intervention and support for pupils in Reading & Maths in Y2/ Phonics intervention groups for Phonics Screening Check in Y1.	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 (Nurture)	Pupils provided with dedicated adults to talk to in school following a bespoke program of support.	SEMH concerns reduced. Children were better able to self-regulate and transition to junior school more smoothly.
Family Liaison Officer role	Monitor and improve attendance across the school. Provide pastoral support.	Attendance increased from 93.4% in July 2023 to 94.2% in July 2024. Persistent absence dropped to 18.2% in July 2024 from 24.4% in July 2023. Nurture group provided support 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.

Pupil premium children- trips and visits paid for.	Boost pupils' well-being and allow them to develop skills outside the formal school curriculum. Cultural capital and enrichment opportunities for all.	Disadvantaged children were offered a funded place on trips and visits.
Provide milk for children.	Ensure that children have access to dairy/ calcium as part of a balanced diet.	Milk was provided for children during 23/24.

## 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)

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