



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Elmtree School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tracy Whitehill
Pupil premium lead	Tracy Whitehill
Governor / Trustee lead	Jamesina Sainsbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,290
Recovery premium funding allocation this academic year	£ 6,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Elmtree Infant and Nursery School, we have a clear strategy to further improve the attainment of the 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 may find themselves at a disadvantage. We aim for all our pupils to maximise their academic and social, emotional and behavioural potential in order 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) Toolkit, to inform us of

strategies of support that will have the maximum amount of impact on the learning outcomes for our disadvantaged pupils.

There is an ongoing review of the impact of strategies using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks and Pupil Voice.

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. Some disadvantaged pupils also have a SEND.
3	'Catch-up': Levels of engagement in Preschool and prior Nursery school education varied during the last few years (pandemic). As a result, there are some pupils who need 'catch-up' so that they are working at age-related expectations, specifically in social skills and communication.
4	Weak language and communication skills.
5	Many of our children lack the cultural capital needed to access 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
Improving attendance & punctuality and readiness to learn for the most disadvantaged pupils	Improved attendance of disadvantaged pupils to LA average (96%)
For children who do not have a cognitive SEND 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.	100% of pupils who do not have a cognitive SEND need will reach ARE in reading, writing, maths and phonics. Achieve national average expected standard in Phonics outcomes. 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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils to effectively use the zones of regulation so that behaviour incidences and presentation of low self esteem are significantly reduced.</p> <p>Growth mindset principles have been introduced and adopted across the school.</p>

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: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and professional development for teachers and the wider staff</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Knowledgeable staff are better placed to support the pupils.</p>	2, 3 & 4
Support for teachers early in their careers and new to our school	<p>Consistency in approaches.</p> <p>Ordinarily available provision (OAP) supports all learners through different learning styles.</p>	2, 3 & 4
Speech and language support (cued articulation)		2, 3, 4 & 5

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

Budgeted cost: £15,405.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Reading Interventions and reviews of Guided reading practice	<ul style="list-style-type: none"> • DFE Reading Framework • EEF Toolkit 	2, 3, 4 & 5
Small group and targeted phonic interventions to close the gap in phonics knowledge to improve reading and then eventually writing outcomes	<ul style="list-style-type: none"> • The Rose Report • DFE Reading Framework • Phonics Toolkit EEF accredited phonics programmes • Phonics Strategies, EEF Toolkit Targeted and personalised teaching in smaller groups to ensure identified pupils make progress. 	2, 3 & 4
Additional member of support staff 3 mornings a week	<ul style="list-style-type: none"> • Higher ratio of staff numbers increases the modelling and engagement opportunities. 	2, 3, 4 & 5
Draw and Talk therapy	<ul style="list-style-type: none"> • 1:1 programme, two staff trained to provide provision 	2, 3, 4 & 5
Nurture	<ul style="list-style-type: none"> • 2:8 ratio programme two afternoons a week • Improvements in well-being, resilience and attainment of pupils. 	2, 3, 4 & 5

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

Budgeted cost: £20,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast clubs	<ul style="list-style-type: none"> • Children struggle to concentrate when they are tired or hungry so providing them with a good breakfast within a relaxed environment can be beneficial in developing a positive mindset for the school day ahead. Eating a good breakfast wakes up the brain, improves concentration and provides a stable routine. 	1, 2, 4 & 5

	<ul style="list-style-type: none"> Breakfast club benefits; - Positive start to the day - Noticeably reduced anxiety/stress - Improved behaviour/ results in school - developing independence - Routine - Punctuality for the start of the school day. 	
Help with the cost of educational trips and visits	<ul style="list-style-type: none"> Cultural capital. 	1, 2, 3, 4 & 5
Appointment of a Family Liaison officer (FLO)	<ul style="list-style-type: none"> Non class based support staff to offer outreach work with families, supporting attendance and working with family support services. 	1,2 & 5.

Total budgeted cost: £55,905.00

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 2022 to 2023 academic year.

Attendance:

*Overall absence (9.4%) was in the highest 20% of all schools in **2021/22**. It was also in the highest 20% of schools with a similar level of deprivation.*

*Persistent absence (38.5%) was in the highest 20% of all schools in **2021/22**. It was also in the highest 20% of schools with a similar level of deprivation.*

*For the school year **2022-2023** overall attendance was 93 % with PP at 92 %*

Persistent absence overall was 19% with PP also at 19%

Early Years Foundation Stage EYFS GLD (Good Level of Development)

All pupils	Elmtree pupils	Elmtree PP group
Nationally		
67%	74%	64%

Phonics Results Year One	% Meeting Expected Standard		
	Nat 2023	School June 2023	Disadvantaged pupils
All Pupils (52)	79%	78%	83%

KS1 Results 2023: Percentage of Pupils achieving expected standard or above

	Reading		Writing		Mathematics	
	Nat 2023	Sch 2023	Nat 2023	Sch 2023	Nat 2022	Sch 2023
Disadvantaged Pupils (14)	51%	36%	42%	0%	52%	29%
Non-Disadvantaged Pupils (46)	%	56%	%	24%	%	42%
Whole Cohort (58)	68%	69%	60%	67%	70%	73%

The oral language skills of our PP pupils improved and we know this because we monitored pupil voice, ensured pupils were expected to answer questions in full sentences rather than a few words and teachers/ staff were able to target questions and assess progress in class. The curriculum was further developed to include expected vocabulary as well as aspirational vocabulary.

We have clear evidence that Zones of Regulation has improved pupil behaviour and well being. All pupils use this intuitively and as a result more pupils are ready to engage in lessons. We experienced less 'low level' behavioural disruption across the school.

The children in Nurture group have very specific assessments on entry and exit, these demonstrated that children were improving their emotional literacy and personal development, making their access to the wider curriculum more successful.

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

Further information (optional)

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