

Elmbridge primary School: Pupil Premium Strategy: 2024 - 2027

This statement details our school's use of pupil 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	630
Proportion (%) of pupil premium eligible pupils	12.5%
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)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Glen Tharia
Pupil premium lead	Phill Riddle
Governor / Trustee lead	Kelsa Rowland-Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,140
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	£0

Part A: Pupil premium strategy plan

Statement of intent

Elmbridge Primary School's intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In creating this statement, the school considered the challenges faced by vulnerable pupils. The actions outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

We aim to:

- Prevent the attainment gap between disadvantaged pupils and their peers from establishing
- Ensure all disadvantaged pupils achieve or exceed national expectations for attainment and progress;
- Support pupils' health and wellbeing to ensure every pupil can access learning;
- Ensure that all disadvantaged pupils participate in the academic and wider curriculum;
- Address and remove barriers faced by disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed in this statement, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that disadvantaged pupils achieve in line with their peers or better in Maths, Reading, Writing and Grammar. Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics, early writing and early Maths skills than their peers.
2	Significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths. 33% of children in receipt of Pupil Premium are on the school's SEND register. 8% of children in receipt of Pupil Premium have an EHC plan.
3	To ensure that disadvantaged pupils have the same aspirations as their peers, by providing enriching experiences for them to explore and understand the world around them, e.g., breakfast and after school clubs, therapies, instrumental music lessons, trips, residential visits enrichment activities, etc.
4	To ensure that the social, emotional and behavioural needs of disadvantaged pupils are met, in order to support their well-being and their ability to learn. 20% of PP SEND Register are identified SEMH needs
5	Attendance of PP Pupils is aspirational and in line with their non-PP peers.
6	Parents and carers are helped to support their children in and out of school. Class teachers, TAs, the Headteacher and external agencies work together with parents and carers to promote effective outcomes for pupils via day to day contact, curriculum workshops, high quality SEND support, Emotion coaching, parents' evenings and reports.

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
1.	Pupils make at least expected progress across the curriculum. Improved reading, writing, grammar and maths attainment among disadvantaged pupils	Pupils know more, remember more and can do more across the curriculum. Pupils achieve in line with peers and national expectations, or better
2.	Pupils are supported with the development of their reading skills and, if identified as the lowest 20% of readers, are part of the school's targeted reading programme	Pupils achieve in line with peers and national expectations, or better.
3.	PP pupils with SEND make good progress benefiting from an accessible curriculum and targeted support through their SEND plan.	Pupils with SEND are identified in line with graduated pathway. When My plans are written, outcomes are SMART. Parents are proactively engaged in the review process.
4.	Pupils are supported to regulate their emotions and access their learning.	Sustained high levels of well-being from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent/ carer surveys and teaching observations. Successful implementation of Emotion coaching workshops, as determined by parental feedback.
5.	Pupils access the wider curriculum.	Opportunities are provided for pupils to access the wider curriculum, including: clubs, music lessons, community projects, sporting activities, trips, Y6 residential.
6.	Pupils attending school every day in order to maximise their wellbeing and academic achievement.	Attendance at least 'Good' (96%) and in-line with non-pp pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Budgeted cost: £ 73,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide ongoing CPD Read, Write Inclusive programme to secure highly effective phonics teaching for all pupils, including RWI Consultant Development Days, termly assessment meeting with RWI Consultant and weekly training for all staff with Reading Leader.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF</p>	<p>1 2</p>
<p>Enhancement of our maths teaching and curriculum planning, in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF Early Mathematics</p>	<p>1 3</p>
<p>Provide all pupils with Quality Teaching.</p> <p>Classes provided with TA support.</p> <p>Pupils provided with effective feedback.</p>	<p>Improve outcomes across the curriculum. Outcomes of formative assessment, progress in books, summative assessments.</p> <p>Regular discussions with pupils.</p> <p>Interventions put in place swiftly, if a pupil starts to fall behind, including pre and post teaching.</p> <p>1. High-quality teaching EEF</p>	<p>1 2 3</p>

Targeted academic support
 Budgeted cost: £9375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Stacks	Reviews Number Stacks	1,3
PIVAT assessments	PIVATS Feedback - Lancashire Professional Development Service	2,3
Fizzy	Children's Occupational Therapy Royal United Hospitals Bath	1 2,3 5
Neli: Early language intervention	Nuffield Early Language Intervention (NELI) - Reception EEF	1 2,3
Talk Boost	Talk Boost - Speech and Language UK: Changing young lives	1 2,3

Wider strategies
 Budgeted cost: £ 59,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Onsite Mental Health Practitioner	Targeted support guide : Mentally Healthy Schools	4,6
Art Therapy	Targeted support guide : Mentally Healthy Schools	4,6
Subsidising school trips and visits	3. Wider strategies EEF	5,
Free after school clubs	3. Wider strategies EEF	5,6
Access to regular outdoor learning	3. Wider strategies EEF	4,5,6
Emotion coaching workshops for parents	EEF Parental Engagement Summary of recommendations.pdf	
Contingency to support vulnerable children		

Total budgeted cost: £ 142,724

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Review of 3 year plan: 2021-2024

The tables below summarise the performance of PP pupils over the last 3 academic years that the current plan ran for. Figures in brackets show results for non-pp pupils.

KS2 SATs results for PP pupils 2021 – 2024 (44 pupils)

All pupils	EXS+		GDS
Reading	60%	(84%)	20%
Writing	43%	(82%)	2%
Maths	53%	(83%)	18%
GPS	66%	(88%)	20%

KS2 SATs results for PP (no SEND) pupils 2021 – 2024 (29 pupils). Figures in brackets are for Non PP pupils for comparison (199 pupils)

Non SEND	EXS+		GDS	
Reading	79%	(89%)	31%	(36%)
Writing	66%	(88%)	3%	(9%)
Maths	72%	(87%)	28%	(33%)
GPS	86%	(94%)	31%	(45%)