



## Pupil Premium Statement 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. For information on the outcomes of the previous academic year please see the reviewed pupil premium statement for academic year 2024/25.

### School overview

| Detail   | Data            |
|--|-----------------|
| Number of pupils in school   | 148             |
| Proportion (%) of pupil premium eligible pupils  | 59%             |
| 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  | September 2025  |
| Date on which it will be reviewed  | Ongoing         |
| Statement authorised by  | David Lamb      |
| Pupil premium lead   | Abi George      |
| Governor / Trustee lead  | Mark Montgomery |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Free School Meal (Ever 6) = 75 x £1515  | £113,625 |
| Looked After Children (LAC) = 5 x £2630   | £13,150  |
| Previously Looked After Children (PLAC) 8 x £2630   | £21,040  |
| Pupil premium funding allocation this academic year                                       | £147,815 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0       |

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| <b>Total budget for this academic year</b> | £147,815 |
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# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use Pupil Premium funding to enable disadvantaged children to achieve the best possible academic success alongside their holistic development and their emotional, social, and mental wellbeing.

When identifying new strategies and allocating funds to projects, it is important to consider the relative impact of previous projects. In cases where new projects are implemented, knowledge gained from in-house experience and external research should be utilised to maximise the impact of the expenditure. Successful spending takes into account the needs of our children, including their levels of attainment, social background, and category of Special Educational Need. Research indicates that schools need to adopt a more holistic outlook when deciding on Pupil Premium spending.

Teaching and learning should be complimented by pastoral initiatives, which are more effective in addressing the specific barriers to educational achievement that hinder pupils eligible for Pupil Premium. Research from the Education Endowment Foundation (EEF) underpins the allocated areas where funding is utilised. In accordance with national guidance, it is neither necessary to spend an equal amount of Pupil Premium funding on each eligible pupil, nor is it required to allocate a pupil's designated funding solely for that pupil.

We have high expectations for our children to make accelerated progress and achieve challenging targets. Many have very low starting points and have missed a lot of school therefore the emphasis is upon removing barriers and maximising opportunities for each child to succeed academically. We place equal importance upon the emotional, social, and mental health wellbeing of the children all of whom have EHC plans.

We aim to use the Pupil Premium funding to implement a range of 1:1 and small group therapeutic interventions to improve their Social Skills, Speech, Language and Communication skills, Occupational, Sensory Integration and meet the Attachment Needs of Trauma affected children. We also aim to improve parental engagement so that pupils and their families can build upon their strengths and succeed in their communities.

This strategy is driven by and evidenced through school self-evaluation, school improvement planning, individual annual reviews, and EHCP outcomes, in addition to the evaluation of individual educational plans, target setting, achievement, and attainment progress data, as well as anecdotal evidence. Our approach will be tailored to the needs and strengths of each young person, based on formal and informal assessments rather than assumptions or labels. This will ensure that we develop in our children the relevant skills and experiences they need to thrive.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Children who attend Elm Tree Community Primary School have often missed a significant amount of school prior to admission and have considerable gaps in |

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|   | their learning. They are not 'classroom ready', feel negative towards learning, and require support to access any assessments. This is evidenced by observations and as detailed in the Education, Health and Care Plans (EHCPs). Data indicates that our children find self-regulation and managing their behaviours extremely challenging, which hinders their readiness to learn and their engagement in learning.  |
| 2 | Assessments, lesson observations, and audits have shown the complexity of our children's needs are changing. Our students are requiring higher levels of early intervention to support their communication and interaction skills. Due to their diverse learning needs, pupils' abilities to communicate and express their needs are considerably poorer compared to their peers, particularly in relation to Special Educational Needs and Disabilities (SEND) and developmental needs associated with Speech and Language Therapy (SALT) and Sensory Integration (SI). |
| 3 | Many children have significant social, emotional, and mental health needs and cannot work alongside others without intensive support. They often suffer from low self-esteem and a lack of belief in their own abilities. Insecure development hinders their progress.   |
| 4 | Our most disadvantaged children are isolated in their communities and do not have opportunities for positive play, physical activity, and positive adult role models. This is compounded by SEND and developmental issues related to attachment and Adverse Childhood Experiences (ACES).  |
| 5 | Many of the most disadvantaged children have regressed with their speech, language, and communication skills. Phonic skills for some pupils are underdeveloped which slows their reading and overall academic progress.  |
| 6 | The large geographical area and the fact that children are transported by local authority transport makes it difficult to maintain close daily contact between schools and families.   |

## 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  |
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| Our children will be able to access learning positively within a group at school, and their learning needs can be successfully assessed. Barriers to learning and personal development targets will be addressed effectively.  | Pupil progress is positive at the end of each term/year in terms of targets set and met and EHC plan outcomes achieved (Annual Review, PLP's, Passports and Assessment Data - Progression Steps). Pupil Voice.  |
| Our aim is to improve the attainment and progress of disadvantaged pupils across all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments. We strive to enhance phonics and literacy skills, as well as foster progress for higher-attaining pupils and provide deeper, more profound learning opportunities. | Demonstrated by our end-of-year assessments, observations, and detailed pupil progress records, our strategy will take effect by the end of the 2026/27 academic year. Staff provide high-quality teaching, as evidenced by lesson observations, learning walks, and pupil progress data, which are measured over time from individual starting points and identified through assessments |

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|   | and the achievement of EHCP termly outcomes.   |
| Children will develop trusting relationships with others and cultivate a belief in their ability to succeed in school.  | Pupil voice data will evidence the positive relationships between pupils and adults and increased confidence in their own abilities. Develop positive self-esteem and self-image. Pupils to describe some hopes and aspirations appropriate to their age / stage.  |
| Children will have opportunities to be physically, emotionally, and socially healthy by accessing a wide range of interventions.  | Thrive profiles indicate that children are making good progress in their emotional, social, and mental health development, regardless of their starting point. Children can safely participate in PE, sports, and forest sessions, reporting enjoyment in at least one form of physical activity. Additionally, children demonstrate good progress in therapeutic, academic, and holistic interventions. |
| Children with speech, language, and communication needs will make improvements and catch up on lost progress.   | Children make good progress in their speech and language programmes. Parents report improvements at home (parent voice data, family support worker, annual review).  |
| The positive impact of regular proactive sensory diets to improve self-regulation and engagement in learning.   | Proactive sensory diets sessions will be in place. There will be an increase in children self-regulating and requesting sensory diets. There will be increased engagement in learning. Children will make good progress against PLPs.  |
| School and family partnerships and engagement will strengthen to support the holistic development of the child, and families will thrive. There is positive daily contact, which families appreciate. | The family support team knows all the families and targets those in most need. There will be a range of methods that families can use to contact the school and work successfully as a team (Dojo, phone, email, visits, coffee mornings).   |
| To enable the most disadvantaged and vulnerable individuals to access opportunities they are less likely to encounter, both in and out of school, thereby developing their cultural capital.          | Registered increase in the number of students attending after-school and out-of-school opportunities, including educational visits and residential experiences.  |

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,815

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Revise and enhance our phonics curriculum, ensuring it is robust, sequential, and integrates well with broader literacy goals and taught consistently across all classes.   | Research supports a structured, systematic approach to phonics as being the most effective method for improving reading skills.  | 1, 2, 3                       |
| Professional Development in Assessment Techniques & Strategies  | Invest in training sessions for teachers led by experts in the field. These sessions should focus on learning to use and interpret data from assessments, enabling teaching staff to tailor their instruction to meet individual student needs. Collaborative learning among teachers is encouraged to disseminate best practices effectively. | 1, 2, 3                       |
| Invest in targeted training for teachers and staff from speech and language therapists to ensure that information gathered from completing Blank Level assessments is applied effectively and informs classroom practice. | Focus on strategies for speech and language development, ensuring their effective implementation in daily teaching practices. Evidence suggests that training in Speech, Language, and Communication Needs (SLCN) can significantly enhance the quality of support and outcomes for disadvantaged pupils (EEF Toolkit).                        | 1, 2, 5                       |
| Provide high-quality academic interventions through by a qualified and experienced teacher.   | The Education Endowment Foundation (EEF) identifies additional academic support can work alongside more holistic interventions and that early intervention has greater impact in narrowing attainment gaps.  | 1, 3, 5                       |
| Embed instructional coaching at all levels as   | Implement a structured mentoring and coaching system wherein experienced staff assist less experiences staff. This peer-to-peer learning can improve   | 1, 2, 5                       |

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| a means of staff development.   | teaching practices, encourage the sharing of best practices, and increase job satisfaction and retention.   |         |
| Quality first teaching ensuring all staff have high expectations of our children. Specific training in relation to metacognition and scaffolding. | Training related to metacognition and scaffolding is essential. Evidence from the EEF cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against their existing knowledge. | 2, 3, 5 |

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

Budgeted cost: £60,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Phonic Interventions- Application of SEND Little Wandle Programme to support children who are able to access Phonics but at a slower pace.  | Establish small group interventions for phonics led by trained teaching assistants. EEF research suggests small group sizes can be effective, particularly when tailored to pupils' specific gaps in skills.   | 1, 2, 5                       |
| Expand the current Speech and Language intervention offer to provide additional opportunities for regular, targeted one-to-one interventions.   | These sessions should focus on specific language interventions tailored to the individual needs of pupils, based on thorough assessments. Such interventions are supported by research indicating substantial improvements in language skills through targeted, individual therapy.  | 1, 2, 5                       |
| To embed SNAP Maths interventions effectively, enabling practitioners to identify children's individual barriers to mathematical concepts, and to plan and deliver individualised sequences of intervention related to these identified gaps. | Utilising funds to provide additional, focused tuition sessions outside of regular class time is specifically tailored for pupils who are struggling with mathematical concepts. Evidence suggests that a secure understanding of early mathematical concepts provides a strong foundation upon which future mathematical skills and knowledge can be built. | 1, 2, 3                       |
| Introduce Equine Therapy into the school's existing therapeutic offer.  | Develop a structured therapy programme with clear objectives linked to individual student needs. As a school we have gathered data which demonstrates the positive impact of dog therapy and   | 1, 4                          |

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|  | therefore wish to maximise impact of animal therapy through introducing equine therapy. |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embed a unified approach to attendance which fosters a positive attitude and reinforces the importance towards attending school   | Develop a comprehensive attendance policy that outlines expectations and procedures for monitoring attendance. Embed an attendance checklist detailing support mechanisms for students at risk of poor attendance.   | 1, 6                          |
| To create opportunities for high-quality learning within the home environment that will both engage children and empower parents/carers to support their children's education more actively.                                    | Support study at home through subscriptions to evidence-based resources across core subjects, such as TT Rockstars, Oxford Owl, and Teach Your Monster to Read. Through structured programmes and resources, our parents and carers will be able to create a home environment conducive to effective learning.   | 1, 3, 6                       |
| To allocate a proportion of funding to contribute to our ongoing practice of promoting inclusive participation in extracurricular activities, thereby providing our children with enriching opportunities for cultural capital. | Funding will be allocated to cover the cost of an extracurricular trip each term for every class. This initiative not only promotes inclusive participation but also supports social and emotional development. We will draw upon our existing and successful partnerships with local organisations to offer expert guidance and support during these trips. | 4                             |
| Foster a love for reading amongst parents/carers by increasing access to high-quality texts within the home.  | Funding will be allocated so that each child receives a high-quality text to keep at home for each academic year, thereby encouraging reading habits within the household.   | 1, 5, 6                       |
| Enhancing parents' and carers' strategies to support their children's social, emotional, and mental health needs through the delivery of a sequence of family   | Utilise data collected from the parent/carer voice to identify the core content of the Family Thrive workshops based on the specific needs of the parent/carer community. Use data collected through parent/carer feedback to schedule dates and times for workshops, ensuring flexibility for   | 1, 4, 6                       |

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| Thrive workshops.  | working parents. Promote workshops through newsletters, social media, and parent meetings.  |   |
| Create a timetable to ensure a variety of lunchtime and after school clubs guaranteeing equitable access to extracurricular activities for all pupils. | Gathering information from pupil voice data has demonstrated a gap in our provision. Children want an after-school or lunchtime club option. Providing school-based options reduces the logistical barriers faced by disadvantaged families, promotes inclusive participation, and supports social and emotional development. | 4 |