

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

Detail	Data
School name	Elmstead Wood Primary School
Number of pupils in school	255 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3 years, 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cat Lewis
Pupil premium lead	Cat Lewis
Governor / Trustee lead	Gulcin Sesli and Corinne Sheehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,788.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,788.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim as a school is to ensure that pupil premium funding is used:

- 1. To close the gap in terms of attainment for disadvantaged children.
- 2. To accelerate progress for children in receipt of PPG.
- 3. To enhance the learning and life experiences of disadvantaged pupils.

Using evidence-based practice recommended by the Education Endowment Foundation, we aim to achieve this by focusing on three main areas:

1. Teaching (including professional development, support, recruitment and retention),
2. Targeted academic support (including interventions and 1:1 support),
3. Wider strategies (including behaviour, attendance and mental & physical wellbeing).

The Head Teacher oversees the organisation of all additional provision. The CO CEOs monitor the provision and its impact along with the board of trustees. The pupil premium strategy is reviewed by the Senior Leadership Team, at the start of each academic year.

Challenges

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

Challenge number	Detail of challenge
1	Many children now enter school with a very low level of oral language and early reading skills. This is more prevalent in Pupil Premium children.
2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register.
3	Attendance and punctuality of Pupil Premium children is generally lower than their peers.
4	There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic abuse and parental anxiety.
5	Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health.
6	Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

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
Improved oral language and early reading skills for disadvantaged pupils.	The achievement of disadvantaged pupils in EYFS communication and language and reading will match or exceed national averages and the gap between them and their peers will be reduced. The number of disadvantaged pupils passing the Year 1 phonics check will be above national average.
Disadvantaged pupils for whom there is no cognitive SEND will reach national expectations in reading, writing and maths. The number of disadvantaged children passing the Year 1 phonics check and Year 4 multiplication check will increase.	At the end of Key Stages, there will be no identified significant gaps between disadvantaged pupils and their peers. The number of disadvantaged pupils passing the Year 1 phonics check will be above national average. Those with a SEND need will make expected progress.
SEND and disadvantaged pupils are supported to make good progress.	SEND and disadvantaged pupils make good progress from their starting points and progress is in line with their peers.
Improved attendance and punctuality for disadvantaged pupils to make sure that it is above national averages.	The percentage of disadvantaged pupils classed as persistently absent is not greater than that of their peers, which is less than the national average.
For families to be sign posted to external agencies for support.	Families feel confident to ask the school for advice. Families in need are approached by staff.
For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise.	Pupil Premium children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing. Physical and mental wellbeing of all pupils is well supported within the school. Children understand the importance of making positive choices to engage in a healthy lifestyle.
Curriculum design and enrichment activities ensure that disadvantaged pupils have access to wider opportunities leading to raised aspirations.	Children are able to talk confidently about their learning. They demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in extra- curricular clubs by disadvantaged pupils.

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: £10,960

Activity	Evidence that supports this approach	Challenges addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.	Research from the Education Endowment Foundation (EEF) shows that the teaching of SSP has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 3
Introduction of Letterjoin, a handwriting programme	Ofsted's Research Review Series: English (2022) contains evidence that repeated practice in handwriting, going beyond accuracy to fluency, leads to success in higher-level writing tasks. Skilful handwriting has an impact on composition. According to meta-analyses of research on handwriting instruction, teaching handwriting is closely associated with the quality, length and fluency of writing - teaching handwriting can improve writing because the pupil can spend more time planning, thinking about content and constructing the sentences.	
Use of an online times table maths programme to support and motivate the learning of times tables in school and at home.	According to a summary of research by Cambridge Mathematics: Fluency with times tables facts is needed in order to perform higher-order mathematical processes efficiently (Westwood, 2003). Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils (Hasselbring, Lott, & Zydney, 2005). Times tables are the basis for	

	further advancement in maths (Wong & Evans, 2007; Wallace & Gurganus, 2005)	
Continued embedding of a whole school oracy project, to develop pupils' confidence, articulation and capacity to learn.	Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
CPD and implementation of 'My Happy Mind' in school to enable staff to promote well-being and resilience and to support pupils with their own regulation.	My Happy Mind's impact report (2024) contains evidence of the positive impact this project has had in its first year.	4, 5

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

Budgeted cost: £56,645.24

Activity	Evidence that supports this approach	Challenges addressed
School led tutoring – additional HLTA and TA support to provide targeted interventions informed by regular assessment and monitoring and keeping group sizes small.	Guidance from the DFE (School Led Tutoring Sept 21) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to classroom practice and delivered by school staff.	1, 2, 3
Teaching assistant to implement the Nuffield Early Language Intervention (NELI) with EYFS and Y1 children to improve children's language and early literacy skills.	Research found that NELI children made on average 3 months of additional progress in language.	1, 2, 3
Teaching assistant to implement the Read, Write, Inc. Fresh Start programme for children in Y5 and Y6.	Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts. Research from the Education Endowment Foundation (EEF) shows phonics has a positive impact.	2
Teaching assistant to provide support for disadvantaged pupils in KS1 and KS2 in mathematics, using PiXL	Intensive small group tuition is effective for lower attaining groups.	2

Diagnose, Therapy, Test and Review model.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,182.81

Activity	Evidence that supports this approach	Challenges addressed
A full time pupil support lead to support pupils with particular social and emotional needs with a focus on learning behaviours. They will also work with families to sign post them to appropriate support. The social and emotional needs of disadvantaged children can be supported through interactions with the school guinea pigs.	Research from the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Being able to effectively manage emotions will be beneficial to children.	4, 5
Pupil Support Lead alongside senior leaders and an external Education Welfare Officer target disadvantaged pupils who are regular absentees and those who are at risk of becoming regular absentees. Use the school guinea pigs as a means to promote attendance by offering incentives for regular attendance	Current data from the school shows that disadvantaged pupils have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.	3, 4
Outdoor Play and Learning (OPAL) supervision teams.	Children have the right to experience rich opportunities for play. Children in OPAL schools learn to self-regulate through practice, trust and freedom. All children, including disadvantaged pupils will be significantly more active. Research shows OPAL children are happier and report improved mental health. Many OPAL schools report increased creativity, imagination and collaborative skills. Children can't wait to come to OPAL schools because they have such fun.	3, 5, 6
Bursary for school trips to ensure that disadvantaged pupils can attend school trips and visits, including residential.	School trips can help develop children's self-esteem and self-confidence. They give children the chance to experience cultures, respect differences and broaden their horizons and knowledge.	6

Ensuring that all children are able to access breakfast provision free of charge with no stigma through the National School's Breakfast Programme and subsidised places at the school's Breakfast Club.	Guidance from the DFE (Breakfast Clubs Set Up and Implementation, 2017) shows that breakfast clubs reduce the number of pupils coming to class hungry and can help pupils eat more healthily. They can also help pupils' attendance and punctuality as they can be a way of encouraging pupils to get to school on time. Breakfast clubs can help pupils concentrate and pay attention in class. Pupils being hungry has been linked with poor concentration in class. Breakfast clubs can help pupils' social development. Eating breakfast together makes it easier for children to mix with other pupils who are not in the same classes as them and with children in different age groups.	3, 4, 5, 6
Enrichment and extracurricular activities, including after school and holiday clubs, improves mental and physical health.	In a paper published by the Social Mobility Commission in July 2019 named "An Unequal Playing Field", they showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.	3, 5, 6
Introduction and delivery of MyHappyMind	National reports show increasing numbers of children waiting for mental health support, highlighting a crisis that needs prevention. Uses neuroscience and positive psychology to teach mental wellness skills, which focuses on preventative habits for good mental health. Studies (like one conducted with Cheshire West CCG) show reduced referrals and better outcomes, with benefits extending through adulthood.	5
Provision of specialist music tuition from the Bromley Youth Music Trust.	The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. Music can enrich each student while strengthening the shared bonds of support and trust which make a great school.	5, 6

Interpreter available at Parents' Evenings	Ensuring that all parents are able to have access to all school events ensures that we are not discriminating against any particular group of people.	
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Total budgeted cost: £129,788.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. At the time of assessment, 91 children were eligible for pupil premium and, of these, 33 had a special educational need.

Year group	Number of children eligible for pupil premium
R	7
Year 1	11
Year 2	17
Year 3	15
Year 4	12
Year 5	13
Year 6	16

Numbers of disadvantaged pupils meeting age related expectations			
	Maths	Reading	Writing
EYFS	4/7 (57%)	4/7 (57%)	4/7 (57%)
KS1	17/28 (77%)	16/28 (73%)	16/28 (73%)
KS2	35/56 (62%)	46/56 (82%)	31/56 (48%)
Year 1 phonics	32+ 8/11 (73%)		
Year 4 multiplication check	20+ 10/12 (83%)		

1. Improved oral language and early reading skills for Pupil Premium children

Reading

- Teaching of phonics was consistently of a high standard and staff benefited greatly from ongoing CPD throughout the year
- New staff were trained in RWI approaches and reading leader delivered regular coaching sessions
- There was a clear phonics tracking system in place. Groups were regularly reviewed.
- Appropriate interventions were implemented (eg: RWI 1-1 tutoring, PiXL) and are reviewed regularly. Disadvantaged pupils were give priority to these sessions
- 100% of Pupil Premium children passed the Phonics screening check
- Children in Y3 and Y4 continued on the RWI programme if needed
- RWI Fresh start programme was used in Y5 and Y6 and reviewed regularly

Oral language

- Staff received targeted CPD focussing on oracy, communication and reading
- All children in EYFS were screened by the Speech and Language therapists before October half term which led to regular support being implemented
- The Nuffield Early Language Intervention (NELI) focused on identified children in EYFS and was reviewed regularly
- Lesson observations showed that the Voice21 Oracy framework was integrated into lessons across the curriculum, which allowed children to develop skills in using new vocabulary and supported them in discussions

2. SEND and Pupil Premium children are supported to make good progress

- Pupil Premium and SEND children were identified quickly which enabled prompt support in school and targeted involvement from external agencies
- Teachers were aware of pupils who have both SEND and PP and planned for their needs across the curriculum
- Termly pupil progress meetings measured pupils' progress and attainment and highlighted those who were at risk of not reaching their targets, so that timely interventions or adjustments to teaching could be put in place
- More accurate identification of SEN pupils enabled their needs to be better addressed through timely, high quality interventions
- Timetables were regularly reviewed to respond to the changing needs of the pupils and maximise impact on progress and attainment
- Focus on progress of Pupil Premium and SEND children to continue to enable gaps to be closed

3. Improved attendance and punctuality for Pupil Premium children to make sure that it is above national averages

- Attendance for pupil premium children for the last academic year 91.6%, an increase on the previous year.
- Targeted support was provided including home pick-ups, breakfast provision and breakfast club places and soft starts to ensure these children were in school
- The Education Welfare Officer targeted support towards specific families
- This area will continue to be an area of focus in the next academic year

4. For families to be sign posted to external agencies for support

- The Pupil Support Lead built good working relationships with a growing number of community and charitable organisations, enabling better signposting for families in need
- Families engaged well with the school and took advantage of the support the school provided
- Half termly newsletters contained contact information for a number of local and national organisations that families could turn to in times of need

5. For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise

- The Pastoral Support Team quickly identified children with mental health concerns and specific support was provided to these children
- The Pupil Support Lead delivered ELSA sessions
- Some children were referred to our school based interventions or to external agencies to ensure individualised support could be delivered.
- Zones of Regulation were embedded which gave children the ability to better regulate their feelings
- Enrichment and extracurricular activities were well attended by disadvantaged pupils, leading to improved mental and physical health.
- All children had access to breakfast each day, without stigma, through the National Schools Breakfast Programme
- A robust PSHE programme ensured that pupils have a good understanding of what it means to be mentally and physically active.
- Weekly assemblies focusing on core values supported pupils to develop appropriate skills and strategies
- The introduction of MyHappyMind, an NHS program, using neuroscience and positive psychology to teach mental wellness skills

6. Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations

- The Spring Trust shared curriculum was refined and embedded
- Residential visits for Y5/6 children were subsidised so that disadvantaged children had the opportunity to take part.
- A full transition programme took place for Y6 pupils. Parents of vulnerable pupils report that they have settled well into Year 7.
- Children were given the opportunity to take part in the sporting events and transport was provided to ensemble this.
- Top-up swimming was provided for disadvantaged children.
- Funding was provided for BYMT music programme.

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
ELSA	An Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils.
EWO services	London Borough of Bromley
Music Lessons and access to instruments	Bromley Youth Music Trust
Times Table Rockstars and Numbots	Maths Circle

