



Ambition - Community - Equality

ELMS FARM COMMUNITY PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

REVIEW DECEMBER 2023

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	59.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	<i>Emma Baxter,</i> Headteacher
Pupil premium lead	<i>Emma Baxter,</i> Headteacher
Governor / Trustee lead	<i>Sue Anderson,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,835
Recovery premium funding allocation this academic year	£32,355
Pupil premium (and recovery premium) funding carried forward from previous years	Nil
Total budget for this academic year	£345,170



Part A: Pupil premium strategy plan

Statement of intent

Our 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. Elms Farm Community Primary School have a high percentage (over 55%) of pupils eligible for Pupil Premium. To support these pupils, the school have to consider whole school strategies to support everyone to achieve well whilst considering the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted interventions and whole school approaches to social, emotional and behavioural needs (including mental health & well-being).

Our approach will be responsive to common challenges and individual needs, rooted in robust 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 is identified
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and access to the wider curriculum. Additional support & provision is essential to enable these pupils to make accelerated progress from their baseline assessment.</p> <p>Throughout the school, disadvantaged pupils have limited access to a range of high quality reading materials which nurture a love of reading.</p>
3	On entry to Reception class, pupils have limited access to materials and experiences to support their early development. Observations and assessments have also highlighted an impact of COVID, not impacting only on language and social development, but also on physical development. There has been an increase in the percentage of pupils with additional needs on entry which requires additional resources and adaptations to the provision.
4	<p>Analysis of progress and attainment at the end of 2022/23 highlighted the following areas of focus:</p> <p>End of Key Stage 1: Reading: Progress of boys and attainment of girls eligible for PP. Maths: Progress and attainment.</p> <p>End of Key Stage 2: Reading: Attainment of PP boys/prior middle attainers SPAG: Attainment of PP boys Maths: Attainment of PP boys.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and limited opportunities for enrichment.</p> <p>Approximately 25% of the school community require additional pastoral support: interventions, 1:1 work. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	Our attendance data over the last 3 years indicates that attendance is a challenge throughout the school. Research highlights the impact that absenteeism has on



pupil attainment. The school has identified a range of underlying causes for absenteeism within the community.

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 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 and ongoing formative assessment.
Improved progress and attainment in EYFS among disadvantaged pupils.	EYFS outcomes in 2024/25 show that more than 70% of pupils make a 'good level of progress'. <i>In 23/24 a higher proportion of pupils have been identified with additional needs. A targeted approach is therefore required.</i>
Improved reading attainment among disadvantaged pupils, with a focus on boys.	KS2 reading outcomes in 2024/25 show an increase in the percentage of disadvantaged pupils met the expected standard.
Improved attainment in SPAG amongst disadvantaged boys.	KS2 SPAG outcomes in 2024 show an increase in the % of disadvantaged boys is increased.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being & behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.



ACTIVITY IN THIS ACADEMIC YEAR: 2023/24

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

Funding Allocation 1: TEACHING (for example, CPD, recruitment and retention)

Budgeted cost: **£136,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments & assessment tracking. Training for staff to ensure assessments are interpreted & administered correctly.</p> <p>Training to ensure that staff track & monitor the progress of disadvantaged pupils effectively (FFT)</p> <p>Training to ensure that teacher feedback is effective and supports pupil progress (CPD)</p> <p>£5,000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Embedding oracy development. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. In addition to funding Oracy 21 framework. Focus on widening opportunities for Oracy, particularly in Reading and the wider curriculum.</p> <p>£2,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Further embed Little Wandle Phonics approach for all pupils, including targeted interventions to secure stronger phonics teaching for all pupils.</p> <p>Purchase relevant books to ensure a love of reading with a focus on boys. Ensuring that targeted interventions are delivered throughout the school.</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:</p>	<p>3</p>



<p>£2,000</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Develop outdoor learning and provision to increase engagement in English through outdoor delivery: Nature Makers, development of outdoor areas/curriculum.</p> <p>£15,000</p>	<p>EEF guidance states: Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</p> <p>collaborative learning activities where pupils can share their thought processes;</p> <p>reading books aloud and discussing them, including use of structured questioning;</p> <p>and pupils articulating their ideas verbally before writing.</p> <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p>	<p>1,4</p>
<p>Provide specialist subject leaders to ensure that teaching is of consistently high standard in Reading, Writing with additional consultancy expertise for writing.</p> <p>Coordinate wider curriculum subjects to ensure that disadvantaged pupils know and learn more with high expectations for attainment.</p> <p>Provide leadership to raise standards Y3/4, ensuring a smooth transition from KS1 and pupil progress against prior attainment.</p> <p>£60,000</p>	<p>The quality of teaching is identified as one of the most important factors in ensuring pupil progress: As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund maths specialist to provide individual cpd & teacher release time to embed key elements of guidance in school</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:</p>	<p>4</p>



<p>and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Targeted interventions will be managed by SMT to ensure accelerated progress and tracking of PP pupils.</p> <p>£40,000</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Further enhance good quality wave 1 teaching for all through TIASS approach and adaptable teaching with a focus on disadvantaged pupils to further reduce the gap in attainment.</p> <p>£5,000</p>	<p>Embed the TIASS approach through targeted CPD.</p> <p>Training of leaders at all levels-teaching expectations, TIASS.</p> <p>BEP SEND review.</p>	3,4
<p>Further embed the 'Early Excellence' approach in EYFS with enhanced provision in the outdoor areas with opportunities for Oracy development.</p> <p>Further improve outdoor areas to enhance oracy and physical development to meet pupil needs.</p> <p>Training for EYFS staff £7,000</p>	<p>COVID has impacted upon the early experiences of our youngest pupils (EEF). Providing them with opportunities to develop language, make independent decisions and become inquisitive learners is essential in setting the foundations for learning and attainment.</p> <p>EEF: What happens Early can matter for a lifetime.</p> <p>Early Excellence</p>	3



Funding Allocation 2: TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £71,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics/reading comprehension sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£15,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted reaching of reading comprehension has been evaluated as having high impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Targeted interventions to meet the needs of pupils:</p> <ul style="list-style-type: none"> -Reception additional needs-Welcom -KS1 reading & maths -KS2 reading, SPAG & Maths <p>£30,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Provide screening of Salt & Speech Language needs. Speech & Language provision and intervention.</p>	<p>Research has highlighted the impact of COVID on early development themes which are the</p>	1,3,4



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Occupational Therapy screening for pupils with targeted intervention to support with gross & fine motor skills. £26,400 combined	foundations for attainment in understanding, general attainment, physical well-being and the physical skill of handwriting: EEF: The Impact of COVID in EYFS	1,3,4
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Funding Allocation 3: WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£133,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on restorative practice & well-being and mental health provision throughout the school. Support for key pupils through external agencies -Art Therapy £10,200 -Malachi £10,440 -Animal therapy £2,600	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £30,000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provide targeted pastoral support for disadvantaged pupils to remove barriers to learning, including ELSA training and specific interventions.	25% of our pupils require additional pastoral support. The EEF recommends: Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems,	All



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£50,000	understand things from another person's perspective, and communicate in appropriate ways.	
Enrichment-providing additional support for pupils to access the same experiences as non-disadvantaged pupils. £5,000	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.	All

Total budgeted cost: £340,640



Part B: Review of the previous academic year: 2022/23

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS

The impact of funding expenditure has enabled an ‘Early Excellence’ approach to be embedded which has developed pupils’ independence and curiosity towards learning. Improvements to outdoor and continuous provision has promoted engagement with opportunities for language development embedded into the curriculum. A tight focus on physical development and speech and language through targeted interventions and external agencies has supported pupil progress. As a result, the percentage of pupils at GLD increased to 77.5%. 55% of the cohort being pupil premium, 82% of whom achieved GLD.

An increasing number of pupils have been identified with additional learning needs in September 2023 and therefore, funding needs to continue to be focussed towards targeted interventions, physical and language development.

Phonics

Pupil Premium funding has been utilised to embed the Little Wandle phonics programme in EYFS/KS1, in addition to providing focused phonics interventions throughout the school. 81.4% of Y1 pupils passed the Phonics Screening Check. Out of 59 pupils 37% were pupil premium, 22% of pp children passed the screening check. Funding therefore needs to provide targeted intervention for these pupils in 23/24 to accelerate progress in Phonics.

15 pupils in Y2 retook the Phonics Screening Check in Y2. 66.7% of pupils passed. 2 pp pupils require further targeted intervention to accelerate progress in 23/24.

End of KS1 Data

Ks 1						
PP-37pupils Non PP-18pupils	Reading		Writing		Maths	
	Exp +	Progress	Exp +	Progress	Exp +	Progress
PP pupils	73%	-7%	76%	9%	57%	-16%
Non PP	67%	-6%	56%	-10%	61%	-9%
National	69%		61%		72%	
Difference PP/non To national Non PP	+3% -4%	-1%	+20% -5%	+19%	-4% -15%	+9%

Areas for further development:

- Progress of PP pupils in Maths.
- Progress of PP pupils in Reading.



End of KS2 Data

Ks 2									
PP-37pupils Non PP- 18pupils	Reading		Writing		Maths		SPAG		RWM Combined
	Exp +	Progress	Exp +	Progress	Exp +	Progress	Exp +	Progress	
PP pupils	54%	-10%	62%	-7%	62%	-4%	72%	8%	
Non PP	67%	6%	61%	-3%	72%	-1%	100%	18%	
National	73%		71%		73%		72%		59%
Difference PP/non	-13%	-16%	+1%	-4%	-10%	-3%	-18%	-10%	
To national Non PP	-19%		-9%		-9%		Equal		

Areas for further development:

- Progress of PP pupils in Reading
- Progress of PP pupils in Writing
- Progress of PP pupils in Maths

The introduction of standardised assessments throughout the school have enabled leaders to carefully track the progress of disadvantaged pupils and implement targeted interventions to accelerate their progress.

Attendance

Procedures for attendance have supported disadvantaged pupils. In 2022/2023, attendance of pupil premium children was 91%, compared to 93.8% nationally. There continues to be a high proportion of pupils considered to be persistently absent. Funding is therefore still required to ensure that there are continuous improvements and barriers to attendance effectively tackled.

Behaviour

Our approach to behaviour continues to be effective with a sustainable reduction in reported incidents. This approach needs to continue, and with our focus on providing support for those with additional needs, whether SEND or pastoral, needs to continue with an increasing number of pupils identified with needs post COVID, particularly in Early Years.

Provision has included:

- Art therapy: 20 pupils have attended therapy sessions which have supported with emotional well-being and dealing with trauma.
- Animal therapy: 15 pupils each term. This has had a significant impact on the behaviour and self-regulation.
- Malachi family support: 25 families received targeted support throughout the year.
- ELSA & TIASS training: all staff and governors have received TIASS training. There is ongoing CPD this year to further embed these strategies.
- COBSS Behaviour Support
- Speech & Language Therapy: 26 pupils have received direct intervention which has reduced time from NHS waiting lists for support. 44 pupils also received WELMCOM intervention, 75% made accelerated progress and were assessed to have age related understanding of language.
- Occupational Therapy- 25 pupils received targeted support



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Externally provided programmes

Programme	Provider
Occupational Therapy	West Midlands Speech & Language Service
Speech & Language Therapy	
Counselling Support	Malachi
Art Therapy	Birmingham Centre for Arts Therapy
Nature Makers	Nature Makers UK



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.