

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 25 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                                                                                                     | Elmhurst Junior School                               |
| Number of pupils in school                                                                                      | 237                                                  |
| Proportion (%) of pupil premium eligible pupils                                                                 | 24%                                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2023<br>revised 2023 - 24<br>revised 2024 -25 |
| Date this statement was published                                                                               | December 2024                                        |
| Date on which it will be reviewed                                                                               | December 2025                                        |
| Statement authorised by                                                                                         | Fiona Airey                                          |
| Pupil premium lead                                                                                              | Fiona Airey                                          |
| Governor / Trustee lead                                                                                         | Hazel Callaghan                                      |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £150,370 |
| Recovery premium funding allocation this academic year                                                                                                                      | £9,352   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0.0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £159,722 |



## Part A: Pupil premium strategy plan

### Statement of intent

*Elmhurst Junior school aims to ensure that all pupils have access to a broad and balanced curriculum that enhances their life chances and prepares them for the next step in their learning journey. Where barriers to learning are identified and overcome with all pupils empowered to fulfil their personal and academic potential. At Elmhurst Junior School we believe it is our duty to provide the support and resources to enable our pupils to achieve and make progress in line with their peers.*

*Our current plan has identified key areas across the core subjects where pupil premium and disadvantaged children are working at levels lower than their peers or below age expected standards. In some areas we have identified where pupil premium/ disadvantaged children are not accessing the greater depth opportunities they need to fulfil their full potential. The plan ensures that through comprehensive assessments our pupils' academic benchmark is clearly identified and areas of strengths and development points are used to identify focused learning/ interventions/ catch up/ pre-teaches/ boosts and extension challenges. It ensures that the curriculum is not narrowed and there are a wide range of learning opportunities across our varied, broad and engaging curriculum which builds upon prior knowledge and forms part of a well sequenced lesson progression. Building knowledge through the year and across the year groups.*

*Quality CPD opportunities for staff ensure that class teachers, learning support assistants and subject leaders are experts in their area and in pedagogical strategies.*

*Our pupil premium plan is linked with the school development plan with a clear focus on developing and narrowing the gaps between pp/ disadvantaged pupils and their peers not only in reading, writing and maths but ensures that they are experiencing an engaging and enriching curriculum. Pupils learning is delivered by highly skilled professionals leading high standards of quality first teaching and supported by trained assistants through targeted intervention and small group sessions.*

*Our supportive ELSA's oversee the wellbeing of pupils within the school environment and provide nurturing and emotional support allowing children to be in a positive place to learn and develop the strategies needed to overcome some of the challenges faced by our young community.*

*Our PFSA is partially funded by PP to ensure that there is wider community/ family support outside of the classroom for our families who are in receipt of PP and those who have financial difficulties.*

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Pupils are <del>continuing to develop their</del> embedding and strengthening their phonic knowledge, stamina and fluency of reading. They are applying this to ensure there is an accuracy in the use of their comprehension skills. <a href="#">Early reading in EYFS and KS1 was affected for many of our pupils by the COVID 19 pandemic and therefore many pupils have had to have additional phonic support/ intervention through RWI in KS2.</a>                                                                                                            |
| 2                | Pupils have lowered stamina in their writing and a weakened use of accurate spellings across all aspects of writing. They have a need to develop a stronger use of accurate sentence structure and grammar to ensure longer pieces of writing are accurately written. There continues to be an impact legacy due to the interruption of school from COVID 19 in KS1 and gaps entering the school at Year 3.                                                                                                                                                        |
| 3                | Pupils have lowered stamina and fluency of basic arithmetic skills are continuing to strengthen and the focus remains in addressing any remaining gaps and now the application of mathematics understanding into reasoning and more complex worded problems. Pupils originally identified as weaker in this area have seen a greater gap between themselves and their peers develop.                                                                                                                                                                               |
| 4                | Pupil's require both summative and formative assessment to track any common gaps or areas of development that remain from the COVID interruption to learning , as well as identifying pupil individual learning needs. <a href="#">Assessments have shown a significant need for interventions across the school to narrow gaps in pupils' knowledge across all key areas of learning maths, reading and writing.</a>                                                                                                                                              |
| 5                | A well developed broad and balanced curriculum is now in place. Further strengthening for adaptations for all pupils, including those working at greater depth is a school priority.                                                                                                                                                                                                                                                                                                                                                                               |
| 6                | <a href="#">Pupil behaviour across the school is good however there is a significant need to support pupils' resilience and emotional/ mental health well being so that they become resilient, independent learners. Managing behaviours both in class and during the unstructured break times continues to need support for a range of pupils who require ELSA/ mental health support so that they can play and communicate with peers and adults effectively and ensure that they are ready for the next step in their education when leaving junior school.</a> |
| 7                | Disadvantaged pupils have lower attendance due to low importance of school for some parents, engaging parents and ensuring a consistency of attendance from identified families remains a key focus area and the provision of early help or additional professional support. <a href="#">Provision of a school PFSA supports families to address barriers to pupils' attendance at school.</a>                                                                                                                                                                     |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Narrow the gap in reading to ensure PP and disadvantaged pupils meet national expectations for reading</i> | <p>Ensure all pupils who are either PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2</p> <ul style="list-style-type: none"> <li>- Pupils are reading fluently and accurately at the expected level ( or better than ) for their age</li> <li>- pupils are able to retrieve information from a text and answer both direct and inferred answers from a comprehension task</li> <li>- there is an improvement of pupils achieving GDS in their end of year / Key stage assessments.</li> <li>- Teachers are assessing children on a termly basis using NFER tests and identifying gaps.</li> <li>- Children still requiring phonics interventions are assessed on a half termly basis and regrouped to match current need.</li> <li>- Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.</li> </ul> |
| <i>Narrow the gap in writing to ensure PP and disadvantaged pupils meet national expectations for writing</i> | <ul style="list-style-type: none"> <li>- Ensure all pupils who are either PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2</li> <li>- Teachers are engaged in termly writing moderations supported by the English Hub, the CLP and joint working with St Cuthberts Junior School Moderations lead to clear next steps for pupil premium children in their writing.</li> <li>- Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <i>Narrow the gap in maths to ensure PP and disadvantaged pupils meet national expectations for maths</i>     | <p>Ensure all pupils who are either PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2</p> <ul style="list-style-type: none"> <li>- Teachers are assessing children after each unit and on a termly basis using WR tests and identifying gaps.</li> <li>- Children are receiving focused interventions and “keeping up” tasks with LSA’s to enable them to access the curriculum confidently and in line with their peers.</li> <li>- Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.</li> <li>- School is working with the ACE Trust (Devon) as part of a 10 day TSI project focusing on the development of reasoning and the application of mathematical knowledge.</li> </ul>                                                                                                                 |

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| <p>Provide regular and robust assessment to identify gaps in learning and additional teaching requirements including specific small group and individual support.</p>                                                      | <p>Ensure that there are two key points of assessment throughout the year that identifies individual pupils' strengths and gaps in learning as well as areas for development across the school.</p> <p>Ensure that teacher's build in regular retrieval tasks for pupils over time to ensure that knowledge "sticks" and becomes part of a child's long term memory.</p> <p>Subject leaders and class teachers feel confident in their own assessment of pupil's learning which is supported by formalised assessments leading to an adaptation of lesson planning and the curriculum when required.</p> <p>Teachers provide clear adaptation and appropriate challenges for all learners so where possible accelerated progression in learning is seen for those who are working below the age related expectations for their year group.</p> <p>SEND pupils make good or better than good progress from their own starting points.</p> |
| <p>Further strengthen our broad and balanced curriculum providing wider opportunities, especially those who are disadvantaged. Enabling all to obtain a wide knowledge base from which to build further learning upon.</p> | <p>Pupils will experience a broad range of subjects and engage in enhanced learning experiences that help cement their knowledge of a given subject.</p> <p>Pupils will have opportunities to experience a wide range of experiences that allow them to access previously unknown subject areas.</p> <p>Subject leaders and class teachers continue to have quality CPD that enhances their own subject knowledge and planning skills to ensure that pupils receive the highest standard of Quality First Teaching.</p> <p>Subject leaders continue to be given time to monitor their subject and develop learning opportunities across the school and review assessment of pupils in each given subject area.</p>                                                                                                                                                                                                                       |
| <p>Increased parental engagement and support of the school and their child's learning, including behaviour for learning.</p>                                                                                               | <p>Parents indicate there are strong links between home and school and support is received for a wide range of needs through parental correspondence and surveys. Behaviour incidents are reduced in school due to behaviour support in the home. PFSA/ ELSA reports and meeting minutes evidence the impact of their support provided. Multi Agency and internal meetings demonstrate the impact of actions on parental engagement and children's learning.</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

Offset LSA : £43,356 (in class support/ pre teach/ catch up and boost)

Teacher release: £7,500 & £2,731 (3 x PPA/ management release + additional subject release)

Assessment Budgeted Cost: ~~£3500~~ £1000

~~Curriculum Development £1890~~

Staff CPD: £2,000 (SIP £2000)- This is Derek Watts

Pupil enrichment activities (trips and onsite visits) £5,000 + Okehampton residential PP support

Contribution to school transport for visits £700 x 4 = £2,400 (new Oct 24)

Education/ Literacy/ Maths Shed and TT Rockstars = £702

MathsWhizz: £6,000

Ruth Miskin (RWI training & Resources) : £2,250

LSA% payaward : £2,818

£1000 school uniform

£1,200 interactive display board for parent hub / Elm Hb

Purchase of Chromebooks £ 2,000 (New Oct 24)

**Total = £ 91,494**

| Activity                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Tri annual assessment to identify pupil starting points, identifying individual gaps in learning as well as developmental areas across year groups and the whole school.</i> | <del>NFER assessment package – £3500</del><br>Test Base £500<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> | Challenge 4                   |
| <i>Provision of a consistent and well sequenced,</i>                                                                                                                            | Cornerstones - £ 2,160                                                                                                                                                                                                                                                                    | Challenge 5                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
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| <p><i>knowledge based curriculum for teachers to use to ensure lessons are well planned and outcomes assessed in each subject area and progress monitored.</i></p>                                                                                                                                                                                                                                                                    | <p>Cornerstones training £870 (Year 1)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</a></p> |                           |
| <p><i>Use of supply cover/ HLTA teaching assistants to ensure teachers are able to access quality CPD to ensure pupils access quality first teaching across all areas of the curriculum and teaching staff have the skills to adapt and manage a curriculum that accelerates progress for those who are working below age expected standards whilst ensuring pupils are challenged to experience a greater depth of learning.</i></p> | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a></p>                                                                                                                                                                                                                                                                                                                                                                               | <p>Challenge 1 - 5</p>    |
| <p><i>Provision of cover teachers to enable leadership time for both the extended leadership and subject leaders to ensure high standards of QFT across all subject areas, narrowing the gaps of disadvantaged pupils. Time given to leaders to ensure the internet of the curriculum is being implemented and the impact is evidence in pupils</i></p>                                                                               | <p><a href="#">Curriculum research: assessing intent, implementation and impact</a></p> <p>Curriculum leaders: Intent, Implementation and Impact leaders release.</p> <p>2 x morning a week</p> <p>4 x afternoon per week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Challenges 1,2,3,5</p> |

|                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |
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| knowledge and learning outcomes.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |
| <p><i>Provision of a comprehensive CPD package for teachers, teaching assistants, subject leaders and senior leaders in school improvement to ensure that the quality of the curriculum, teaching and leadership are at least good across all areas of the school.</i></p>                   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenges 1,2,3,5 |
| <p><i>Use of learning support staff to accelerate progress of identified pp/ disadvantages children through pre teacher/ catch up sessions alongside targeted intervention groups</i></p> <p><i>Pupils focused to either meet ARE or to extend knowledge and skills to greater depth</i></p> | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</a></p> <p><a href="http://eef.li/teaching-assistants/">http://eef.li/teaching-assistants/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> | Challenges 1,2,3,5 |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>Delivery of high quality and well developed phonic programme and interventions for older pupils to ensure fluency in reading.</p> <p><i>Use of high quality texts to support the development of vocabulary and an understanding of well structured texts.</i></p> <p><i>Develop the comprehension skills of pupils using real texts and those that broaden pupils knowledge and understanding of vocabulary and a wide variety of genres.</i></p> | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-lessons-learned-report-final.pdf?v=1670569414">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-lessons-learned-report-final.pdf?v=1670569414</a></p> <p>Use of high quality texts and focused sessions to raise reading outcomes (comprehension)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402762">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402762</a></p> <p>Use of high quality texts to support a love of reading/ reading for pleasure within the school community (Teacher / adult reading to pupils)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> | <p>Challenges 1,2,5</p> |
| <p><i>Use of IT to support reluctant learners and provide access to home learning tutoring packages.</i></p>                                                                                                                                                                                                                                                                                                                                         | <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |

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

Budgeted cost:

Costed within teaching section of this document

| Activity                                                                  | Evidence that supports this approach                                                                                                                                                                                                    | Challenge number(s) addressed |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Fresh Start interventions Y5/Y6</i><br><i>Supported Reading Year 4</i> | <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> | 1,2,3,4,5                     |
| <i>RWI - Year 3 &amp; Year 4</i>                                          | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 1,2,3,5                       |
| <i>Small group support</i>                                                |                                                                                                                                                                                                                                         | 1,2,3,5                       |

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

PFSA holiday activities: £ 1000/ Minibus £500

PFSA; Top up funding

Opal play: £1,000

Parent engagement events £250

Wraparound provision: £500

*Nature nurture (2 x HLTA's twice a week) £16,000 2 x LSA one a week to support clubs £6,214*

**Total = £23,964**

| Activity                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Forest School</i><br><i>to develop resilience,</i><br><i>self-confidence, motivation and</i><br><i>mental health wellbeing</i><br><i>opportunities</i> | <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> | 6,7                           |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
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|                                                                    | <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
| Opal Play<br>Improving wellbeing, behaviour and developing skills. | <a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf</a><br><br><a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2021.703940/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2021.703940/full</a><br><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a>                                                                                                                                                                                                                                                                                                                                                                                 | 6,7 |
| <i>ELSA/ FLO development</i>                                       | <a href="https://www.researchgate.net/publication/335681058_An_exploration_of_the_impact_of_the_Emotional_Literacy_Support_Assistant_ELSA_programme_on_wellbeing_from_the_perspective_of_pupils">https://www.researchgate.net/publication/335681058_An_exploration_of_the_impact_of_the_Emotional_Literacy_Support_Assistant_ELSA_programme_on_wellbeing_from_the_perspective_of_pupils</a><br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf</a><br><br><a href="https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf">https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf</a> | 6,7 |

**Total budgeted cost: £ 99,794**

Part B: Review of outcomes in the previous academic yearPupil premium strategy outcomes

|                | July 2022 |         |       | July 2023 |         |       | July 2024 |         |       |
|----------------|-----------|---------|-------|-----------|---------|-------|-----------|---------|-------|
|                | Reading   | Writing | Maths | Reading   | Writing | Maths | Reading   | Writing | Maths |
| Year 3 PP      |           |         |       |           |         |       | 47%       | 47%     | 53%   |
| Year 3 Service |           |         |       |           |         |       | 100%      | 100%    | 100%  |
|                |           |         |       |           |         |       |           |         |       |
| Year 4 PP      |           |         |       | 50%       | 30%     | 55%   | 58%       | 21%     | 58%   |
| Year 4 Service |           |         |       | 100%      | 100%    | 100%  | 100%      | 100%    | 100%  |
|                |           |         |       |           |         |       |           |         |       |
| Year 5 PP      | 85%       | 76%     | 77%   | 93%       | 79%     | 86%   | 79%       | 79%     | 64%   |
| Year 5 Service | 100%      | 100%    | 100%  | 100%      | 100%    | 100%  | 100%      | 100%    | 100%  |
|                |           |         |       |           |         |       |           |         |       |
| Year 6 PP      | 53%       | 41%     | 59%   | 53%       | 41%     | 65%   | 41%       | 44%     | 44%   |
| Year 6 Service | 71%       | 70%     | 62%   | 71%       | 63%     | 77%   | 75%       | 63%     | 81%   |

**Year 6 SATs outcomes July 2024 (PP without SEND)**

PP Reading 45% Writing 54% Maths 55%

## 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             |
|--------------------------|----------------------|
| Read Write Inc           | Ruth Miskin Training |
| Maths Whizz              |                      |
| TT Rockstars             |                      |
| Spelling (literacy) Shed |                      |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                        | Details                                                                                          |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| How did you spend your service pupil premium allocation last academic year?    | ELSA                                                                                             |
| What was the impact of that spending on service pupil premium eligible pupils? | continued provision for mental health well being and focused small group work for core subjects. |

## Further information (optional)

*(Sept 2021) There was a change in school leadership with the full SLT of the school leaving in July 2021. A new HT is in place and has established a new leadership structure that reflects the school's current needs. The plan reflects what leadership knows are the key areas for development and support for both pupil premium and disadvantaged children at Elmhurst Junior School.*

*(Sept 2022) New literacy leader and phonics leader in post, feeder infant school has reduced to a 2 form entry which has impacted on the school's Y3 intake from a 3 form intake to a 2 form intake. This will have an impact on future years.*

*(Sept 2023) pupil numbers reduced due to infant school reduction, currently 2 classes in Y3/Y4/Y5 and three in Y6. The school has DFE TSI 10 day maths support from a trust (ACE Trust Devon) this is to raise outcomes in maths by focusing on the application of mathematical knowledge into more complex worded and reasoning problems.*

*The school underwent an Phonics audit from the English Hub and is reviewing and further developing the RWI training and phonics resources for pupils across the school. A key area of development is those pupils who no longer require bespoke phonics teaching interventions but require reading materials that support and secure their reading knowledge and progress their reading skills to meet ARE. (Y3/ Y4 reading texts are a key resource area of need).*

*(November 2023) Recent Section 8 Ofsted inspection has now judged the school as good in all areas a review of pupil premium children provision was undertaken as part of the inspection process.*