

# Elmwood Junior School Pupil Premium Strategy Statement

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	38% (180 pupils)
Academic year/years that our current Pupil Premium Strategy Plan covers	2024/2025 through to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Christopher Marston (Head Teacher)
Pupil Premium lead	Derya Devecioglu
Governor / Trustee lead	David Armitage

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£284,160
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£284,160</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Elmwood Junior School, we aim to ensure all pupils, regardless of their background or challenges, have access to a broad, balanced curriculum that fosters resilience, independence, confidence and success now and in the future.

As a diverse and multicultural school, we value every child, recognising and encouraging their unique qualities. We strive to inspire a love of learning in all pupils while prioritising their personal development and well-being.

Our Pupil Premium strategy focuses on supporting disadvantaged pupils to reach their full potential, addressing challenges such as:

- limited support at home
- language and communication difficulties
- behavioural issues
- attendance and punctuality problems
- parental mental health issues
- housing challenges
- young carer commitments
- and other social or family-related concerns requiring intervention from a social worker or Early Help Keyworker.

The outlined activities support all pupils, not just those who are disadvantaged.

High-quality teaching is central to our approach, as it has the greatest impact on closing the attainment gap while benefiting all pupils. Our goal is to ensure non-disadvantaged pupils also sustain and improve their progress alongside their disadvantaged peers.

This strategy is part of our broader education recovery plan, including targeted support like the National Tutoring Programme for pupils most affected by disrupted learning.

Our approach is guided by careful assessment, addressing individual needs rather than assumptions. To ensure success, we will:

- Challenge disadvantaged pupils with high expectations in their work.
- Use robust assessments to identify needs early and implement timely interventions.
- Adopt a whole-school approach where all staff are committed to raising outcomes for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have under-developed oral skills and vocabulary gaps.
2	Many pupils in receipt of PPG (Pupil Premium Grant) funding live in temporary accommodation.
3	The Covid-19 pandemic has increased the need for mental health and emotional wellbeing support among disadvantaged pupils.
4	Assessments show disadvantaged pupils perform below non-disadvantaged peers in core subjects. (Identified by internal and external (where available) assessments).
5	Of the 49 persistently absent children, 43% are eligible for Pupil Premium.

## 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 show improved oral language through lesson engagement, book scrutiny, targeted speech and language groups, and formative assessment.
Improved emotional well-being will provide pupil premium children with the self-confidence and self-motivation necessary to be able to focus on learning.	Support and strategies provided to Pupil Premium children are effective in improving access to learning and social skills, as evidenced by Boxall Profiles <sup>1)</sup> and feedback from teachers and parents.
Reduced gap between pupil premium pupils and non-pupil premium pupils achieving expected in Reading, Writing and Maths combined.	Progress tracked through formal and informal assessments, with discussions in Pupil Progress Meetings showing reduced achievement gap between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all children, particularly our disadvantaged children.	Overall attendance is at least 95%, with a reduced attendance gap between disadvantaged and non-disadvantaged pupils and fewer disadvantaged pupils being persistently absent or late.

<sup>1)</sup>A **Boxall Profile** is a specialised assessment tool commonly used in education, particularly in early years and primary settings, to evaluate children's social, emotional, and behavioural development. It helps teachers understand a child's underlying emotional needs and patterns of behaviour, enabling targeted support and intervention.

## 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: £66,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for subject leaders to oversee and enhance teaching and learning.	High-quality teaching is key to improving learning outcomes. <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Reading – CPD for all staff on planning, teaching, and assessing a consistent approach to whole-class reading, while fostering a school culture that encourages a lifelong love of reading.	Building a love of reading supports academic and social development. <a href="https://publishing.service.gov.uk">reading_for_pleasure.pdf (publishing.service.gov.uk)</a>	4
Writing - CPD for all staff on the planning, teaching and assessment of a themed and creative ‘teach through a text’ approach to writing.	Our approach is literature-rich to produce confident, passionate and creative writers. <a href="https://www.gov.uk">Research review series: English - GOV.UK (www.gov.uk)</a>	4
Maths - CPD for all staff on the planning, teaching and assessment of a consistent, progressive and ‘mastery’ approach to the maths curriculum using White Rose.	Ofsted: Research Review Series: Mathematics Published May 25th 2021 <a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a>	4
Plus 1 and Power of 2 maths intervention for identified pupils working below age expectations in maths, to develop basic Maths skills.	‘Pupils who are not able to quickly and easily recall maths facts struggle with calculations due to their working memory being overloaded. For example, a child who does not know number bonds will be stuck using various forms of ‘counting on’ when performing simple addition.’ <a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics#fn:15">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics#fn:15</a>  <a href="#">Evidence Paper 2020 123 Learning.pdf</a>	4

Pupil progress meetings which focus on the provision and achievement of pupils in receipt of PPG.	Regular monitoring by Senior Leadership Team (SLT) ensures support is provided to underachieving pupils.	1, 4
Subscription to Sonar <sup>2)</sup> and termly purchase of NfER <sup>3)</sup> tests to track PPG progress.	Termly assessments help monitor progress and guide interventions.	1, 4
Annual subscriptions for schemes of work which support the curriculum.  - Little Wandle (+Collins eBook Library) - Literacy Tree - White Rose - Literacy Shed - Sora - Times Tables Rock Stars - mymaths.com + maths.co.uk + spag.co.uk - Widgit	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">The Literary Curriculum</a>  <a href="#">CPD Training   Free maths resources   White Rose Maths</a>	1, 4
Purchase of books and resources for classroom book corners to encourage independent reading.	Encouraging reading for pleasure enhances learning and motivation.  <a href="#">reading_for_pleasure.pdf (publishing.service.gov.uk)</a>	1, 2, 4

2) "Sonar" refers to a suite of tools developed by Juniper Education designed to support schools in various aspects of teaching and learning.

3) NfER stands for the National Foundation for Educational Research. It is a UK-based independent research organisation that provides evidence and insights to improve education policy and practice.

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

Budgeted cost: £176,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned Speech & Language therapist (one day a week) for staff CPD, working with pupils and delivering workshops for parents.	Improved language and communication skills boost reading and writing outcomes.  <a href="https://samanthaochse.wordpress.com/wp-content/uploads/2013/05/matrix_report.pdf">https://samanthaochse.wordpress.com/wp-content/uploads/2013/05/matrix_report.pdf</a>	1, 4
Additional phonics sessions (Little Wandle) for disadvantaged children needing extra support, taught by a dedicated phonics	Phonics approaches are proven to have a positive impact, especially for disadvantaged children.	1, 4

teacher across all year groups. Books purchased to support phonics sessions.	Targeted phonics interventions are more effective when delivered regularly over a period up to 6 weeks.	
Full-time therapist for regular support with mental health and emotional regulation.	Child counselling provides a safe space for children to discuss their concerns, helping them understand their emotions, develop coping skills, and build resilience for lifelong learning.	2, 3
Emotional Literacy Support Assistant (ELSA) support in and out of class for pupils needing mental health or emotional support.	ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed  <a href="#">An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils: Educational Psychology in Practice: Vol 36 , No 1 - Get Access</a>	2, 3
In-house tutoring programme for children impacted by the pandemic, including high attainers. 16 targeted Maths and 16 targeted Reading programmes delivered by LSAs after school.	Tuition focused on specific needs and knowledge gaps effectively supports low-attaining children or those falling behind, either one-to-one or in small groups.	1, 4
Educational Psychologist providing assessments and support for disadvantaged pupils with additional needs.	Strategies from the psychologist improve outcomes across: <ul style="list-style-type: none"> <li>• Cognition &amp; Learning</li> <li>• Social, Emotional, Mental Health</li> <li>• Communication &amp; Interaction</li> <li>• Physical &amp; Sensory</li> </ul>	1, 3, 4
Year 6 targeted tutoring, led by SLT, for SATS preparation.	Tuition focused on specific needs and knowledge gaps effectively supports low attaining children or those who are falling behind, either one-to-one or in small groups.	
An EAL (English as an Additional Language) LSA (Learning Support Assistant) supports children with little or no English, usually recent arrivals, in class or one-to-one, helping them develop their spoken and written English.	Targeted support helps EAL learners develop English skills.  <a href="#">Effective Teaching of EAL Learners - The Bell Foundation</a>	
A team of trainee Higher Level Teaching Assistants (HLTAs) provides targeted interventions in Reading, Writing and Maths to help	Experienced support staff will work with pupils one-to-one or in small groups to close gaps in their understanding.	

identified pupils reach expected levels by the end of Key Stage 2.	<a href="#">HLTA Standards - HLTA</a>	
A Speech and Language LSA supports children in class or one-to-one, working with the SALT to implement recommendations and programs to help meet specific targets.	An experienced LSA, trained by the school's SALT, provides targeted group interventions and one-to-one support based on the pupil's specific targets.	
LSA specialising in literacy difficulties supports pupils in class or one-to-one. They conduct dyslexia screenings, create resources and deliver spelling/reading interventions using a precision teaching approach.	Precision teaching is a proven intervention, recommended by Croydon's Educational Psychology Service, which accelerates progress in specific areas.  <a href="#">Microsoft Word - CS1Murton15-18</a>	

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

Budgeted cost: £63,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Education Welfare Officer (EWO), Attendance Officer, and Designated Safeguarding Lead (DSL) will work with families to ensure regular and timely school attendance, with half-termly monitoring of pupils with attendance below 90%.	"Overall absence has been shown to have a statistically significant negative link to attainment." (DfE research document, The link between absence and attainment at KS2 and KS4	4, 5
PPGs will subsidise the cost of the annual residential trip for disadvantaged pupils.	Enrichment activities help children develop skills for better school performance. Disadvantaged pupils who might have missed the Year 6 residential trip will be able to attend, building confidence, independence and life skills.	2
20 after-school enrichment clubs for disadvantaged pupils.	Extracurricular activities improve social skills and promote a healthy lifestyle.  <a href="#">Participating in Extracurricular Activities Positively Affect Students' Social Behaviour   Psychreg</a>	1, 2, 3

Peer mediation training (CRESST) for staff and pupils to help disadvantaged children develop conflict-resolution skills.	Peer mediation improves social behaviour and conflict resolution. <a href="#">Behaviour Matters   THE POWER OF PEER MEDIATION</a>	1, 3
School uniform and book bags provided for disadvantaged, new starters.	A positive physical presentation helps new pupils fit in and boosts behaviour. <a href="#">the-wrong-blazer-report-2020.pdf (childrenssociety.org.uk)</a>	2, 3, 5
'Everyone a Leader' programme (once a term) to develop self-esteem and life skills.	Builds self-esteem, collective responsibility, and life skills.	
Daily 'Meet and Greet' breakfast session for vulnerable pupils to regulate emotions and improve behaviour.	Breakfast clubs improve focus and behaviour for learning. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs -School briefing.pdf</a>	2, 3

Total budgeted cost: £306,180



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Teaching, Learning & Assessment

Pupil Premium Progress Summer 2022/23 to Summer 23/24:

RWM	Reading			Writing			Maths		
	5 steps or lower	Expected Progress 6 steps +	Accelerated Progress 7 steps +	5 steps or lower	Expected Progress 6 steps +	Accelerated Progress 7 steps +	5 steps or lower	Expected Progress 6 steps +	Accelerated Progress 7 steps +
3 <i>47 children</i>	42.9%	51%	4.8%	64.3%	31.9%	2.4%	33.3%	59.5%	7.1%
4 <i>43 children</i>	8.1%	79%	24.3%	10.8%	76.7%	24.3%	2.7%	83.7%	35.1%
5 <i>43 children</i>	19%	72.3%	28.6%	20.9%	72.3%	14.9%	11.6%	80.8%	11.6%
6 <i>49 children</i>	8.1%	87.8%	26.5%	8.1%	87.8%	18.4%	10.2%	85.7%	26.5%

Pupil Progress Meetings have ensured that effective interventions are in place for underachieving disadvantaged pupils, and their impact is being monitored.

The Little Wandle phonics programme<sup>4)</sup> has significantly improved early reading. Ofsted's March 2023 report praised the quick, targeted phonics support, and a November 2023 audit from the Wandle English Hub noted excellent provision and strong progress. Our language-rich curriculum and "teach through a text" approach have benefited 85% of Pupil Premium children in Reading, with 79% of Year 6 pupils meeting the expected Reading SATs standard.

In writing, ongoing improvements, such as handwriting and spelling schemes, a clear writing process, and more CPD for staff, are showing results. Year 6 SATs saw 72% of pupils meeting the expected standard.

The changes to our maths curriculum are now well embedded, and high-quality teaching is helping pupils make strong progress. Effective planning, questioning, and feedback are ensuring that most Pupil Premium pupils make progress equal to or better than their peers. 73.5% of Pupil Premium children made expected progress last year, with 82% of Year 6 pupils meeting the expected Maths SATs standard, well above the national average.

In-house tutoring was provided by our trained Learning Support Assistants (LSAs), who also work closely with the children in class. We offered weekly Reading and Maths tutoring to 168 children, 34% of whom were Pupil Premium.

60% of children on the commissioned Speech and Language Therapy (SALT) caseload were Pupil Premium.

#### Personal Development, Behaviour and Welfare

34 pupils, 71% of whom were Pupil Premium, accessed regular play/art therapy through Croydon Drop In. Some pupils accessed the service through informal drop-in sessions.

33 children received regular ELSA support, with 58% being Pupil Premium. 18 of these children met their emotional targets and were discharged by the end of the academic year. Other children from across the school benefitted from ELSA support in class, on the playground or on a one-to-one basis.

11 families received monthly food parcels, with 82% of the children in these families being Pupil Premium.

EWO visits to the school took place every half term. During these visits, the EWO, Attendance Officer, and DSL reviewed pupils with attendance below 90% and implemented strategies to improve it, such as meeting with parents. As a result, the number of persistently absent pupils decreased from 63 in November 2023 to 57 in December 2024, with 46% of these being Pupil Premium students.

Average school attendance remained steady and above the national average at 95.3% in both November 2023 and December 2024.

A total of 23 after-school enrichment clubs, including gardening, dance, art, and basketball, were offered. Parents booked spots through ParentPay, with only the Cricket club requiring payment; all other clubs were free. 31% of the children attending were Pupil Premium.

Zones of Regulation<sup>5)</sup> is used school wide. All pupils were taught lessons on it in the Autumn Term, with ongoing support throughout the year. Resources were provided for each class, and a quiet room is available for emotional regulation. This has helped create a shared emotional vocabulary, improved understanding of emotions and developed strategies for self-regulation.

Our ELSA breakfast group has been very successful. It provides vulnerable pupils with a free breakfast and time to talk about any worries before school, helping them focus for the rest of the day. All 4 children who attended in 2023/24 were Pupil Premium. One pupil, who still attends, said, *"We get to talk to other people and share stuff which we wouldn't normally share with anyone. It helps you get things off your chest and takes your worries away."*

#### Summary:

Activity	% Pupil Premium supported
After school tuition	34%
Commissioned SALT	60%
Counselling	71%
ELSA	58%
ELSA breakfast	100%
Food parcels	82%
After School Clubs	31%

4)The **Little Wandle Letters and Sounds Revised** phonics programme is a **systematic synthetic phonics (SSP)** scheme used in schools to teach children how to read, write, and spell. It is based on the Department for Education's **Letters and Sounds** framework but has been revised and enhanced to meet current educational standards and support effective teaching.

5)The **Zones of Regulation** is a framework and curriculum used in schools to help children and young people understand and manage their emotions, sensory needs and self-regulation skills. It was developed by Leah Kuypers, an occupational therapist, to support emotional well-being and social-emotional development.

## 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