

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Elaine Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date of last review	July 2026
Date of next review	July 2027
Statement authorised by	Rupinder Bansil
Pupil premium lead	Rupinder Bansil
Governor / Trustee lead	Andrew Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(0)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£205,720

Part A: Pupil premium strategy plan

Statement of intent:

Our overall aim at Elaine Primary Academy is to deploy Pupil Premium funding to break down socio-economic barriers, raise aspirations, and achieve sustained positive outcomes for all our disadvantaged pupils. Sitting within the Inspire Partnership Academy Trust, our work is guided by our core value of Equity for Everyone, ensuring that those who face the greatest challenges receive our deepest commitment and expertise.

With 53% of our children eligible for Free School Meals, socio-economic disadvantage is a key factor in our community context. However, we recognise that disadvantage is rarely a single challenge. Many of our pupils face overlapping barriers, including Social, Emotional, and Mental Health (SEMH) needs, which we support both in mainstream classes and through our specialist Elaine Education Centre (EEC) provision and Da Vinci provision. Our strategic intent centres on closing the gap between disadvantaged pupils and their non-disadvantaged peers nationally, ensuring that every child is supported to thrive.

Our strategy aligns with the Education Endowment Foundation (EEF) tiered approach to pupil premium spending, ensuring that our resources are directed with high diagnostic precision toward high-impact, evidence-based practices. We focus on three primary tiers: high-quality teaching, targeted academic support, and wider strategies. By investing in a robust, Coaching-led teacher development

model (StepLab) and a systematic curriculum architecture, we aim to deliver Quality First teaching in every classroom as our most powerful tool for social justice.

Key pillars of our upcoming strategy include the 'Focus Five' approach to target classroom adaptations, rapid phonic and language remediation (Little Wandle), non-negotiable Daily Number Fluency, and explicit critical thinking scaffolds to raise Greater Depth outcomes. Simultaneously, our pastoral team (Home School Support Worker, ELSA, and Nurture) proactively removes attendance and emotional barriers. This ensures that the physical, social, and cultural capital of our pupils is fundamentally enriched, opening doors to a future of unlimited possibilities.

Challenges:

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absence Gaps Overall attendance among pupil premium pupils historically lags behind non-disadvantaged peers, and they remain disproportionately represented in persistent absence figures (historical PA of 32.9% for PP compared to 6% for non-PP). Missed school hours directly restrict learning continuity and progress.
2	Language, Oracy, and Early Reading Deficits on Entry Disadvantaged pupils enter Nursery and Reception with significant language delays and communication gaps (e.g. Reception baseline indicates only 33% of PP on track for Good Level of Development, with sharp deficits in listening and attention). This weakens phonic acquisition and reading comprehension in early Key Stage 1.
3	Writing and Transcription Barriers Pupil Premium students consistently trail non-disadvantaged peers in Writing outcomes across both key stages (e.g., Year 1 PP Writing EXS+ is 62% vs. 74% non-PP; Year 2 PP Writing is 60% EXS+ vs. 84% non-PP). Weak spelling, fine-motor control, and sitting stamina generate high cognitive load, hindering fluent independent written composition.
4	Mathematical Fluency and Greater Depth (GDS) Attainment Gaps in mathematics persist, particularly at the Greater Depth level (e.g., Year 2 Math EXS+ is 67% for PP vs. 95% non-PP, with only 13% of PP reaching GDS compared to 53% of non-PP). Gaps in arithmetic speed and

	mathematical reasoning restrict academic progress and higher-level problem solving.
5	Special Educational Needs (SEND) and Complex SEMH Gaps A high proportion of disadvantaged pupils have co-occurring SEND or Social, Emotional, and Mental Health (SEMH) barriers (35% whole-school SEND, 12 EHCPs in mainstream, plus 10 on roll in the specialist EEC provision). These overlapping barriers cause dysregulation and require highly targeted, therapeutic, and adaptive teaching.
6	Restricted Cultural Capital, Life Experiences, and Family Vulnerabilities Families face complex socio-economic challenges (financial distress, housing instability, food insecurity, or low parental literacy). Consequently, pupils are less likely to access enriching cultural activities or off-site visits, resulting in a narrow experiential background and lower academic aspirations.

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
1. Improved Attendance and Reduced Persistent Absence	Sustained improvement in overall attendance for disadvantaged pupils, significantly narrowing the attendance gap between PP and non-PP peers. • Overall attendance for disadvantaged pupils improves to at least 95%. • Persistent Absence (PA) rates among disadvantaged pupils decrease significantly from historical levels (26.8%) to no more than 12%.
2. Accelerated Early Language Development and Reading Fluency	• Disadvantaged pupils' pass rate in the Year 1 Phonics Screening Check increases, closing the gap with non-disadvantaged peers. • The percentage of disadvantaged pupils achieving GLD at the end of Reception increases to be at least in line with national averages. • Standardised reading assessments demonstrate a higher proportion of PP pupils meeting age-related expectations relative to baseline starting points.

3. Enhanced Writing Standards and Transcription Skills	• Writing outcomes for PP pupils move more in line with reading and mathematics, closing double-digit achievement gaps. • Books show that PP pupils have mastered age-appropriate transcription fundamentals (fluent letter formation, spelling strategies, handwriting) and can edit independently for reader impact.
4. Increased Attainment at Greater Depth (GDS) in Math and Reading	• An increased proportion of high-attaining disadvantaged pupils achieve Greater Depth (GDS) at Key Stage 2 across core subjects, narrowing the GDS gap. • Percentage of PP pupils achieving GDS in KS2 RWM combined rises from historical levels toward 20%+. • Math reasoning and speed of arithmetic recall (multiplication tables) improve through targeted intervention and Daily Number Fluency.
5. Enhanced SEMH Support and Readiness for Learning	• Targeted disadvantaged pupils with complex SEMH needs and trauma-related barriers demonstrate improved self-regulation, emotional resilience, and active engagement, tracked via Boxall/Thrive profiles. • Transformational drop in positive handling incidents and fixed-term suspensions remains sustained. • Time spent productively engaged in mainstream classroom instruction increases for pupils supported by nurture provision (The DEN) and the EEC.
6. Enriched Cultural Capital and Broadened Social Horizons	• Participation of disadvantaged pupils in school trips, residential camp, and extra-curricular clubs at zero cost, removing financial barriers. • Pupil voice and self-perception surveys show an increase in pupil confidence, career aspirations, and readiness for transition to secondary school.

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: £105,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver early intervention of identified needs, and modelling strategies and providing tailored	Research shows (EEF) that early interventions have a positive impact on low income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.	1,2,3
SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days	In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children	1,2
Early reading team to model/ team teach/ review/ evaluate early reading and phonics from Reception - year 2, including the introduction of a new Systematic Synthetic Phonics Speech and language screening to take place in Nursery and Reception Nov 2025	Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress	1,2,3
Instructional coaching is used to develop all teachers	Research shows that instructional coaching makes high-quality professional development for teachers. It helps teachers addressing issues they face in the classroom.. It can be	1,2,3

	aligned to curriculum and assessment. And its goal is twofold: improved teaching practice and improved student learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics Keep-Up & Catch-Up Interventions Deployment of highly trained Teaching Assistants to deliver daily, high-frequency phonic interventions in small groups, precisely matched to children's gaps on the tracker.	EEF Phonics (+5 months) and TA Interventions (+4 months). Research highlights that structured, short, daily phonic interventions led by well-trained staff are highly effective in supporting younger readers to master foundational decoding and catch up rapidly.	2, 5
1:1 Reading Fluency Interventions & Precision Teaching Structured 1:1 reading interventions (using PiXL tools and termly speed reading checks) for disadvantaged pupils who lack fluency and reading stamina.	EEF Oral Reading Fluency (+6 months). Developing strong reading speed and decoding automation is the critical prerequisite to unlocking higher-order reading comprehension. Targeted 1:1 support ensures children read at an age-appropriate speed.	2
EXP and Greater Depth (GDS) Stretch & Challenge boosters led by qualified teachers targeting high-attaining or borderline-GDS Pupil Premium pupils in upper Key Stage 2 to master complex reading inference and	EEF Small Group Tuition (+4 months) led by qualified teachers has a strong impact. Tailoring support to specific conceptual gaps (advanced inference, multi-step problem solving) ensures high-attaining pupils achieve their targets and close gaps.	3, 4

mathematical reasoning.		
Clinical Speech & Language Therapy Interventions Implement early speech, language, and communication interventions (using WellComm and Speech Links) for early years and Key Stage 1 pupils, in partnership with the SALT.	EEF Oral Language Interventions (+6 months). Early diagnostic screening and targeted therapeutic language support prevent long-term cognitive barriers, ensuring children can access formal classroom reading and writing sequences.	2, 5

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Home School Support Worker & Attendance Tracking Funding a dedicated HSSW to track daily attendance, implement a robust Tiered Early Intervention System, conduct early home contact (home visits on day 2), and build relational	DfE Guidance (Working Together to Improve School Attendance) emphasizes that proactive, supportive, and data-informed parental engagement is highly effective in tackling barriers to attendance. Regular parental meetings and supportive check-ins yield rapid improvements.	1, 5

partnerships with families.		
Therapeutic Nurture Provision & Play Therapy (The DEN) Utilise structured Nurture groups, Thrive profiling, and therapeutic play (sand play, drawing therapy) in 'The DEN', led by our qualified Thrive Practitioner to support dysregulated or anxious pupils.	EEF Social and Emotional Learning (SEL) interventions show +4 months' progress. Social-emotional support enables pupils to manage their feelings, improve self-esteem, and access formal academic sequences comfortably.	1, 5
Cultural Capital & Elaine Experiences by subsidising the cost of off-site visits, theatre trips, Year 4 school sleepovers, and peripatetic music lessons (including weekly Rocksteady band lessons) for disadvantaged pupils.	EEF Guidance highlights that experiential learning and outdoor adventures build contextual background knowledge (+4 months), which is directly linked to vocabulary acquisition and reading comprehension. Removing financial barriers ensures absolute equity of access.	6
Greggs Foundation Free Breakfast Club Provision Provide a fully funded, safe, and welcoming breakfast club place and morning nurture breakfast for targeted disadvantaged and vulnerable pupils.	EEF research on breakfast clubs confirms positive impacts on punctuality, attendance, and classroom readiness, ensuring that vulnerable pupils start the school day in a calm, positive, and regulated manner.	1, 5

Total budgeted cost: £ £6000

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
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
SPaG.com	www.SPaG.com
PiXL	https://www.pixl.org.uk/primary
Century AI	Century Tech

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

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 2025 to 2026 academic year.

This outlines the validated impact of our pupil premium activity during the 2025/2026 academic year, demonstrating a sustained narrowing of attainment gaps and a transformational drop in behavioral barriers.

1. Quality of Teaching & Academic Attainment

Through the successful, trust-validated implementation of StepLab instructional coaching, Quality First teaching was consistently applied across all core subjects.

Data based on provisional Summer 2026 outcomes; to be updated with validated DfE outcomes upon national publication.

1. **Key Stage 1 and Phonics Foundations:** In Key Stage 1, summer 2026 validated data confirmed that 71% of Year 2 pupils achieved the expected standard in Reading, Writing, and Mathematics combined. Phonics Screening Check attainment rose to 78% in Year 1, while Reception Good Level of Development (GLD) reached 77%.
2. **KS2 Disadvantaged pupils** achieved 58.3% RWM Combined expected, compared to 75.0% for their non-disadvantaged peers. This represents a narrowed gap of 16.7 percentage points, showing that our targeted interventions are successfully diminishing differences, especially when compared to the historical whole-school baselines. However, we must continue to push expected PP outcomes above national averages.
3. **Writing GDS Progression:** The DfE Writing Framework and cursive handwriting strategy successfully automated early transcription mechanics, reducing working memory load and enabling high-attaining pupil premium students in Year 2 and Year 6 to write with greater independence, stamina, and reader impact.

2. Targeted Support & Early Intervention

The Little Wandle 'Keep-Up' intervention programme and Daily Oral Composition strategies successfully targeted early literacy deficits. Small group booster classes before/after-school led by qualified teachers provided the diagnostic acceleration required to move borderline pupil premium students from working towards expectations (WTS) to the expected standard (EXS).

3. Attendance, Behaviour & Well-being (Wider Strategies)

Through our trauma-informed, attachment-aware model (formally validated by achieving the Attachment and Trauma Sensitive School Award - ATSSA - at Gold Level), we successfully removed significant emotional and social barriers to learning:

1. **Attendance Improvements:** The diligent outreach of our Home School Support Worker drove whole-school attendance upward from 92.8% to 94.1%. Proactive Tier 2 intervention plans saw persistent absence for pupil premium students drop from 32.9% to 23.8%, while severe absence was nearly halved to 1.4%. Our attendance for pupils receiving SEN support rose to 93.1%, exceeding national averages for similar schools.
2. **Transformational Behaviour Reductions:** Our trauma-informed restorative practices and de-escalation strategies led to a historic drop in positive handling incidents, falling from 54 incidents in 2022-2023 to just 6 in the 24-25 and 25-26 cycles. Suspensions remained low with only 3 incidents logged across the entire academic year, ensuring our classrooms remained calm, safe, and focused.
3. **Enrichment and Club Attendance:** Our clubs and sports partnerships ensured that financial barriers were eliminated. This drove co-curricular attendance to record

highs, with 66% of our Pupil Premium cohort and 28% of our pupils with SEND regularly participating in weekly after-school enrichment.