

Elburton Primary School

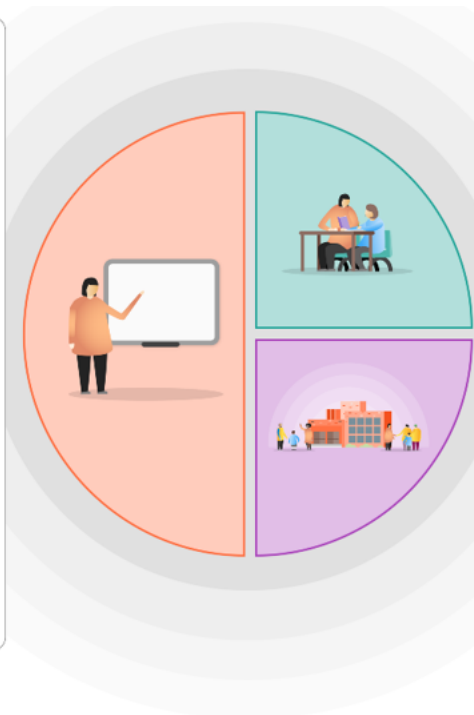


Pupil Premium Strategy 2024-25 Review and 2025-26 Plan

All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

1 Teaching

- ✓ Whole school approach and CPD around QFT with less emphasis on overly extensive interventions. Growing the universal offer and the OAP.
- ✓ Whole school focus on oracy including Picture News, Word of the Day for structured and targeted vocabulary acquisition, speaking in sentences, clear modelling and use of cued articulation to support phonics delivery, Makaton, MITYT.
- ✓ High emphasis on reading culture – RWI Phonics, Daily class story, Accelerated Reader, ERIC/VIPER comprehension strategies, library time, reading for pleasure, high/low readers for literacy difficulties, whole class guided reading.
- ✓ Whole school approach to Maths Mastery – White Rose small steps progression, fluency, problem solving and reasoning (CAP – concrete, abstract, pictorial approach).
- ✓ Whole school approach to Effective Behaviours, PACE, self-regulation and attachment/trauma aware approach.
- ✓ Whole school implementation of strategies to support metacognition and self-regulated learning.
- ✓ Whole school approach to developing a positive learning environment- Effective behaviours Policy, school values, class dojo.
- ✓ TEACCH stations, task planners, fidget toys, chewelry, sensory breaks, sand timers, AAC devices.
- ✓ Wobble cushions, fidget boxes, wait buttons, ~~makaton~~
- ✓ After school tuition and booster clubs.



2 Targeted academic support

- ✓ Teacher led interventions including: Daily maths post teach – on the day feedback, Writing conferencing, focussed morning work, Phonics Pinny time, Cued Articulation.
- ✓ Teaching Assistant led interventions including: Maths pre/post teach, Precision Instruction, Pinny Time, Phonics 1:1 tuition, targeted readers, touch typing.
- ✓ 1-1 SAL interventions

3 Wider strategies

- ✓ Engaging enriched curriculum to raise cultural capital.
- ✓ Children's University
- ✓ Free breakfast club access.
- ✓ Use of individualised Social Stories.
- ✓ Wide range of visits, clubs and music tuition (financial support given).
- ✓ Social and communication groups.
- ✓ ELSA support/ Pastoral Lead
- ✓ Whole School approach to Effective Behaviours, PACE approach, self-regulation, Healthy Schools and REAL PE.
- ✓ Bespoke clubs – ~~Elburton~~ School Troopers, Little Guardians and Well-being club.
- ✓ MAST (Multi Agency Support Team) referral and support.
- ✓ Free holiday club provision with High 5 and Fit and fed club access
- ✓ SAL in preschool to support early identification

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2025-26

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	Elburton Primary School
Number of pupils in school	468 Inc preschool
Proportion (%) of pupil premium eligible pupils (1.9.23)	FSM PP 4.27% (20) Services 9.1% (43) LAC/PLAC/Adopted 1.2% (6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28 (Reviewed and updated annually)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Birnie
Pupil premium lead	Lisa Birnie
Governor / Trustee lead	Carolyn Haynes/Chantal Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,219.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£59,219.17

Part A: Pupil premium strategy plan

Statement of intent

At Elburton we intend to use the Pupil Premium funding across the following 3 areas:

Teaching and learning

Pupil Premium Grant Funding is used to support the school in providing high quality teaching and learning experiences for all children through a broad and balanced curriculum.

- We will be using the funding to enable our staff to have opportunities to attend high quality professional training, which promotes quality learning experiences for all of our children.
- We will provide equal opportunities through a broad and balanced curriculum with high quality learning resources
- We will deliver high quality, well led RWI to improve outcomes and maintain an upwards trajectory, closing gaps for PP children with 1-1 Tutoring
- Children with lower reading age to their actual age, have access to high quality texts that support their reading progress as well as their mental health and positive reading experience

Targeted support

In order to ensure that our children make at least good progress, we use specific interventions to support those pupils who need additional support both inside and outside of the classroom.

- Children's emotional and mental health needs will be met through high quality targeted pastoral support
- Community groups such as young carers – Little Guardians and Elburton School Troopers will benefit from coming together and sharing experiences
- This year we will continue to employ a speech and language therapist to support pupils across Stepping Stones Preschool, Reception and Key Stage 1. This early identification, high quality SAL assessment and provision will support the implementation of SAL programmes for home and school.
- The funding will enable us to employ a dedicated SAL intervention teacher to implement Speech and Language interventions, following up on specialist advice and working with parents to have a greater impact on outcomes.
- In addition to this we also provide access to trained ELSA's (Emotional Support Assistants) to support the emotional needs of our children across the school.

Enrichment, Enhancement and wider strategies

- To ensure full participation and access to all activities, this year we will be using some of the funding to subsidise costings for residential visits and curriculum enhancement activities that take place over the year for Pupil Premium Pupils.
- Core groups of the school community are supported through dedicated weekly clubs to meet their needs, which are well resourced

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Communication and oracy</i></p> <p>Children are arriving to school with increasingly diverse and complex language needs. Resources at a national level are stretched, yet early identification and intervention remain the biggest factor in improving outcomes for these pupils. The lasting impact of the pandemic and early communication remains evident.</p>
2	<p><i>Emotional and mental health</i></p> <p>Children’s resilience, emotional and mental health has been affected by the pandemic, as well as a considerable increased demand for families needing continued and on-going support to meet the demands of daily life.</p>
3	<p><i>High aspirations for all children</i></p> <p>A broad and balanced curriculum creates equal opportunities for all children, through high quality resources and curriculum content, with continued support from home, the aim to sustain high quality learning opportunities remains a priority.</p>

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 for Teaching and Learning	Success criteria
<p>Read Write Inc. is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increased and consistently above national levels. The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year.</p>	<ul style="list-style-type: none"> • RWI continues to have a high priority within the school. • The RWI lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified. • Additional support is put in place for children who are not making the expected progress and/ or working below the expected level. • RWI outcomes and assessments demonstrate progress for pivotal pupils • Children achieving above the national average for phonic screening

	<ul style="list-style-type: none"> • RWI Development Days and Refresher Training packages are used to ensure external support is in place for RWI lead and staff are receiving the most up-to-date information and training. • Resources are replaced as appropriate to ensure all children and staff have access to the resources they need. • 1-1 Tutoring is offered to children who need to close the gap, many who are PP
All staff are aware of the expectations within their learning environment, holding key knowledge about pupils backgrounds and how to meet their needs and maintain progress	<ul style="list-style-type: none"> • High quality information sharing support knowledge of pupils backgrounds and adaptive provision to meet specific needs • Access to high quality CPD throughout the year is available to enhance knowledge and understanding of how to meet a range of needs • Staff meeting time dedicated to sharing expectations from subject leads to ensure consistent, high quality teaching and learning, alongside adaptive provision • evidence based intervention programmes are used to accelerate progress

Intended outcome for Targeted Interventions	Success criteria
Pupils emotional mental health and well-being is supported and nurtured, resulting in improved outcomes in attainment over time.	<ul style="list-style-type: none"> • Children requiring additional support identified early • Strong links and consistent communication with families • Pastoral Lead to make links with families and create positive relationships • Community groups such as Elburton School Troopers and Young carers (Little Guardians) have access to enhanced opportunities such as trips, resources and events
Children's speaking, listening and language skills are identified, supported and developed through a high quality offer. Accelerated progress due to intervention programmes received.	<ul style="list-style-type: none"> • Children meeting the ELG for Reading, Writing and Speaking remain above the national average • Developing oracy skills are evident within all areas of the curriculum • Phonics screening results impacted positively • Early identification support high quality intervention and support • Dedicated follow up time with a trained member of staff has a positive impact on outcomes •
Pupils at risk of not making expected progress in Read Write Inc are quickly identified and support is put in place.	<ul style="list-style-type: none"> • Accurate assessment procedures are in place to quickly identify children who are not making the expected progress. • Our strongest RWI teachers teach the lowest attaining children. • Clear communication strategies are in place to ensure that all reading teachers know which children have not made progress each term and who the PP children are in their group. • If required, 1:1 tutoring is provided for children working below the expected level or who are not making expected progress.
All children, including PP children, are engaged in reading for pleasure and	<ul style="list-style-type: none"> • Access to a range of high quality texts to support fiction and non-fiction whole class shared reading • HiLo books support children with lower academic reading age to actual age

achieve well in reading throughout the school.	
High Quality pastoral care is provided for you key families and core groups, supporting all areas of need	<ul style="list-style-type: none"> • Pastoral support lead continue to have access to high quality CPD • Pastoral team deliver consistent high quality ELSA sessions to children and liaise closely with families and staff • Quality communication about targeted ELSA support is key to successful joined up working with home and school
Subscription to Multi Agency Support Team (MAST) ensures that the school can access a wider range of external support services. ELSA support is available in each year group so that more children can access support as soon as needs are identified.	<ul style="list-style-type: none"> • Children in need of support are referred to MAST accessing external services such as counselling, anger management therapy etc. • Family Support worker referrals are utilised to support within the home for vulnerable families

Intended outcome for Enrichment, Enhancement and wider strategies	Success criteria
Support is in place for children who are from Service families and they feel part of a community.	<ul style="list-style-type: none"> • Weely groups are run for Elburton School Troopers a safe space with their community • A designated adult from the Pastoral team leads this consistently and provides high quality holistic provision to meet a wide range of needs • Inclusive, high quality activities are planned, as well as accessing trips and visits to support wider experiences • Staff running the club are a point of contact for children whose parents/ carers are away on deployment.
Support for Young Carers is available, allowing them time to share experiences and be part of a community	<ul style="list-style-type: none"> • Weekly Little Guardians club is up and running • Young Carers who are identified are signposted to the club • Inclusive, high quality activities are planned, as well as accessing trips and visits to support wider experiences
More Pupil Premium children access enriching experiences including residential visits and music tuition leading to improved life experiences, self confidence and motivation back in the classroom	<ul style="list-style-type: none"> • Support for subsidising residentials and schools trips is available upon request, providing equal opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics development days</i> £300	Continued upskilling and review of CPD for staff, which in turn ensures high quality delivery and resourcing of the RWI phonics programme. Children benefit from the highest quality delivery and the programme reflects the needs of the school. EEF Phonics +5 Ofsted Reading Framework July 2021	1, 3
<i>MAST training</i> £400	Staff are continually upskilled in a range of CPD opportunities relating to the needs and context of the school. Enabling them to support a variety of needs within school EEF Feedback +8 EEF Metacognition +7 EEF Individualised instruction +3	1, 2, 3
<i>High low books</i> £500	Children with a lower reading age than their actual age, can still access age appropriate content through their reading. EEF Reading Comprehension strategies + 6 Ofsted Reading Framework July 2021	3

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

Budgeted cost: £ 56, 419.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PLP Speech and Language Therapist</i> £5000	Early identification and targeted support to enhance speech clarity, word order and language needs EF Individualised instruction +3	1, 3

<i>£827.50 (PLP buy in)</i>		
<i>Pastoral Lead £12, 000</i>	<p>Pastoral relationships built with key families to target a range of challenges, which in turn affect the emotional well-being of pupils and ultimately their progress</p> <p>EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4</p>	2
<i>MAST buy in 20,000</i>	<p>Continued buy-in to the Multi Agency Support Team – to maintain targeted support for children and families for a range of challenges.</p> <p>EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4</p>	1, 2, 3
<i>ELSA support 10 hours 6000</i>	<p>Children identified as needing support with factors affecting their emotional health and wellbeing have the support required. Time as part of a group or on a 1:1 basis with a qualified ELSA to improve their mental health and well being and in turn progress and attainment.</p> <p>EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4</p>	2
<i>Dedicated Speech and Language intervention teacher 18 hours 7000</i>	<p>SAL advice and follow up intervention from PLP can be delivered consistently to maximise impact and outcomes for children. 1-1 RWI Tuition can be delivered following assessments</p> <p>EEF Phonics +5 EEF One to One Tuition +5 EEF Teaching Assistant Interventions +4 Ofsted Reading Framework July 2021</p>	1
<i>1:1 support for pupil premium children identified with complex SEN needs £5,591.67</i>	<p>High quality, needs based provision available for children with complex needs to ensure an enriched curriculum is available and safety measures in place</p> <p>EEF Teaching Assistant Interventions +4</p>	2

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

Budgeted cost: **£1600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising trips, uniform, music lessons</i> <i>£600</i>	All children have equal opportunities and experiences available to them. Ensuring a broad and balanced curriculum with enrichment opportunities available for all	2
<i>Little Guardians and Elburton School Troopers</i> <i>£1000</i>	Groups can come together as a community and feel like they belong to something special. Opportunities for trips, events , resources can be created and enjoyed, supporting their emotional well-being.	2

Total budgeted cost: £59,219.17

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 2023-24 academic year.

Teaching	Impact and outcomes
Phonics development days	New staff have been signed onto these days to ensure high quality RWI phonics is delivered by all reading teachers. The RWI Inc Lead is fully established in her role and provides excellent tuition, guidance and rigour in her approach to early reading. This has been recognised through external visits, as well as the progress cohorts are making.
MAST training	Staff continue to access additional training through MAST and through performance management identify areas for CPD. The Pastoral Lead accessed relevant training courses and supervision sessions.
High low books	Books continue to have an impact and teachers' awareness of pupils needs support guidance on book choice. All staff are proactive in accessing reading rulers to support visual stress if required. Children with a lower reading age than their actual age, can still access age appropriate content through their reading providing emotional well being support as well as reading. Children talk positively about their books and having access to these.

Targeted Intervention

Teaching	Impact and outcomes
PLP Speech and Language Therapist PLP membership	Nicola Blundel continues to work with the school 1 day, every other week and supports children within the Pre-school and EYFS to support early identification for children with SAL needs. Children make good progress and regular reviews take place. The early identification is excellent and staff receive ongoing training alongside their classroom practice. Case reviews held regularly and meetings with the SAL intervention teacher support effective delivery.
Pastoral Lead	Lisa Clarke meets parents, children and has established her role within the Elburton Community. Lisa has completed her Mental Health Diploma and is a Trauma Informed Practitioner. She runs the Elburton School Troopers and the Young Carers group Little Guardians, both highly effective groups which support a sense of community, well-being and nurture for children who are vulnerable through a range of family circumstances. The impact of the role this year has been highly effective. The mental health support and nurture provided for the pupils has had a big impact, as described in Pupil progress meetings. The support for parents continues to offer extended support for our pupils. The role continues to develop and Safeguarding training and the

	<p>subsequent support available to the school community is increasing. The Pastoral Lead is also DDSL.</p> <p>The Pastoral Lead this year trained a therapy dog under the PAWS accreditation and this is having a big impact within the school.</p>
MAST buy in	EP support has been valuable and continues to upskill and support teachers in meeting needs. This year the school utilised the Family support workers and 9 requests were made and accepted as well as a Y6 transition group.
ELSA support	Both ELSA's have excellent record keeping and monitoring of the pupils they see, as well as excellent links with parents. ELSA impact reviews each term demonstrate that children benefit significantly from the support. Teachers are aware of how to request the support. Both ELSAs run lunchtime well-being groups, to ensure regular check ins with key pupils can take place. It is an essential part of the provision in place and our first line of response.
Dedicated Speech and Language intervention teacher 18 hours	This support has been essential in the children maintaining progress against SAL targets, during the periods between visits from the SALT. A highly structured plan is in place which contributes to success against SAL targets. The intervention teacher also supports 1-1 RWI Fast track phonics.
TA support for children identified with complex needs	This has been hugely beneficial and essential in the progress of the children. It has supported reaching targets and making accelerated progress in all areas. The impact extends beyond academic and is essential in emotional well being.

Wider Strategies	Impact and Outcomes
Subsidising trips	This was accessed by our families after being advertised as a means of support. This meant payment plans, subsidies and support could be offered to those who needed it, allowing equal opportunities.
Little Guardians and Elburton School Troopers	Elburton School Troopers club is well established and a good community group. This children look forward to their time and the opportunities made available. They have continued to enjoy trips to the theatre, visits from military vehicles, assault courses, cream teas and picnics. The Little guardian group continues and is growing, fun opportunities such as a visit to Supertramp, inflatable assault course and weekly meetings with a focus is in place. Feedback from parents and carers of both these groups is excellent.

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
RWI - Phonics	Ruth Miskin
Accelerated Reader	Renaissance Reader

