



# Elveden C of E Primary Academy Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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:	Elveden C of E Primary Academy
Number of pupils in school:	105
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	See new 3 year plan
Statement authorised by	Local Academy Committee
Pupil premium lead	Lorna Rourke, Executive Head Teacher Anna Syer, Head of School
Governor / Trustee lead	Lynne Proudlock

## Funding overview

Detail 2024-25	Amount
Pupil premium funding allocation this academic year	£25,500
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,500



<b>Detail 2025-26</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

<b>Detail 2026-27</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



## Part A: Pupil premium strategy plan

### Statement of intent

**Our current pupil premium strategy plan focuses on the following to achieve the objectives set out above:**

- Embedding of Little Wandle Letters and Sounds Phonics programme (Validated scheme) to address gaps in phonics and reading, including catch up sessions.
- Use of the NCETM Curriculum prioritisation documents (NCETM) alongside our current White Rose mixed age plans to provide maths interventions.
- Work with the English and Maths hubs to develop our practice further.
- Use of WELLCOMM (EYFS and Primary) to ensure we address gaps in communication and oracy skills.
- Embedding 'Zones of Regulation' across the school to support children to self- regulate behaviour and emotions. To explore the use of Stormbreaker for regulation.
- Mental Health support through wellbeing hub, ELSA, Thrive, Nurture Club and Mental Health First Aider.
- Promote Cultural Capital Across the school to ensure all children have enhanced opportunities for trips and experiences.
- Staff meetings will focus on Meta-Cognition across the school- training with Claire Lamb.
- CPD across staff to ensure they have the skills and knowledge to deliver high quality teaching and improve outcomes for children.
- Continuous Provision in KS1- training and implementation (Early Excellence).

### Challenges

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

Challenge number	Detail of challenge
1	Writing Attainment has been low across the school, particularly low levels of GDS within the PP children.
2	Decreasing attainment in KS1 due to high levels of SEN and poor oracy skills.
3	Poor oracy skills across the school resulting in lower levels of reading and writing particularly in the PP children.
4	Children are unable to regulate well, particularly on Mondays after dysregulating weekends and difficult family interactions.
5	Declining Maths success particularly in PP children, lower levels of GDS and increasing Maths anxiety.



## 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
For more children entitled to PP to be working in line with their peers in reading.	For at least 80% of PP children to be working at expected levels in Reading by 26/27.
For more children entitled to PP to be working in line with their peers in writing.	For at least 80% of PP children to be working at expected levels in Writing by 26/27.
For more children entitled to PP to be working in line with their peers in maths.	For at least 80% of PP children to be working at expected levels in Maths by 26/27.
For more children entitled to PP to be working in line with their peers in communication and language.	For at least 80% of PP children to be working at expected levels in CCL and speaking and listening by 26/27
For children to be settled in school and experiencing positive mental health	Pupil perceptions demonstrate this. Fewer referrals needed to wellbeing hub/ELSA Successful implementation and use of Zones of regulation, evidenced through observations.
Excellent provision of continuous provision and enhanced provision in KS1 and EYFS.	Early Excellence to be implemented in KS1 and then to EYFS to ensure classrooms are as inclusive as possible, promoting oracy and a love of learning.
For all children to experience wider opportunities irrespective of background.	All children engage with school trips and experiences to ensure that children are leaving Elveden with a broad sense of cultural capital.
Staff subject knowledge is strengthened to ensure that quality first teaching is happening across the curriculum and interventions.	Staff CPD delivered to all teaching staff including TAs and appropriate CPD opportunities signposted to members of staff. Class drop ins demonstrate secure teacher subject knowledge and innovative approaches to teaching and learning to meet the needs of all.
Teaching and learning and outcomes are strengthened through Meta-Cognition training.	Staff to adapt their teaching to consider meta-cognition and children's learning styles.



## 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, software, online resources)

	Budgeted Cost (£)	Actual Spend (£)
2024/25	£10,000	
2025/26		
2026/27		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Training and implementation.	The Education Endowment Foundation's evaluation of oral language interventions as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."	3
Working with English and Maths hubs to improve teaching and learning further.	(EEF) Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise. Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups and structured interventions.	1 and 5
Implementation of Little Wandle Letters and Sounds Phonics programme	The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability.	1 and 2



	There are different ways of teaching phonics: the most common of which uses a systematic synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits Key Stage 1 pupils' learning, and also older pupils who struggle to decode.	
Meta-Cognition Training	The EEF state: Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.	1, 2,4 and 5
Excellent provision of continuous provision and enhanced provision in KS1 and EYFS.	Piaget (1952) describes four distinct periods of development, ranging from birth through to adulthood. The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredenkamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008). The key questions here then are, is our practice developmentally appropriate? Is our pedagogy suited to the children we teach or does content and coverage come first?	2
CUSP scheme and training from Y1-6	It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching. It also gives you, as school leaders, consistency and expectations. CUSP is unapologetically ambitious – it will not only improve outcomes for pupils, but also teacher subject knowledge. Integral to CUSP is the evidence-led pedagogy that sits behind the architecture of the curriculum design.	1, 2 and 3

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

	Budgeted Cost (£)	Actual Spend (£)
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2024/25	£12,000	
2025/26		
2026/27		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle 'Catch up' sessions (phonics and reading)	Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts. The complete SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on many schools' excellent practice, around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	1 and 2
NCETM Mastering Number Programme for EYFS and KS1 (Maths)	Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.	2
Wellcom-Introduced and implemented in EYFS (Communication and Language)	This is based on the evidence of impact developed through the Early Talk for York approach (find out more about the approach via the <a href="#">Early Talk for York webpage</a> ) and is the first step towards city wide scale up of these evidence informed ways of working.	1
Lexplore	This assessment method, invented in January 2013, is based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karolinska Institute in Stockholm. As part of the project, eye movement recordings were taken for hundreds of children, both with and without reading difficulties. Their academic and reading progress was then followed from year 3 to adulthood. By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfälla and Trosa, our researchers and founders Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had	1 and 2



	<p>developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. The cumulative results from their work were published in <a href="#">PLoS One (Benfatto et al., 2016)</a>.</p> <p><i>"Eye movements provide one of the best ways to measure reading ability at an incredibly in-depth level. "</i></p>	
<p>Writers for Life: Enhancing progress in KS2 writing</p>	<p><i>"...Pupils are exposed to a range of genres and build their experience and understanding through explicit success criteria. Pupils are confident and enthusiastic writers and current books show that pupils are making good progress in their writing."</i></p> <p>Ofsted (2017) following an inspection of a school which has implemented the IPEELL structure in classroom practice.</p>	1

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

	Budgeted Cost (£)	Actual Spend (£)
2024/25	£3500	
2025/26		
2026/27		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement 'Zones of Regulation' across the school to support children to self-regulate behaviour and emotions.</p> <p>Explore Stormbreaker.</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behaviour Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations.</p> <p>-Improves children's wellbeing, resilience, relationships, self-care, self-worth and hope &amp; optimism.</p>	3 and 5





	<p>Supports children’s physical activity and readiness for learning. Helps children recognise, respond and regulate their emotions.</p>	
<p>Mental Health support through wellbeing hub, ELSA and Mental Health First Aider.</p>	<p>The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy. Moreover schools have a duty to promote the wellbeing of students. The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, ‘whole school’ approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits. DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health.</p>	<p>3 and 5</p>
<p>Careful trip and experience planning to develop cultural capital and provide all children with a wealth of wider opportunities.</p>	<p>In the 1970s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as ‘familiarity with the legitimate culture within a society’; what we might call ‘high culture’. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. Evidence suggests that the cultural capital passed on through families, helps children do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal.</p>	<p>4</p>

**Total budgeted cost: £ 25,500**

## **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 2021 to 2022 academic year.

2024/25 Outcomes

## Externally provided programmes

Programme	Provider
Lexia	Lexia Core 5
Little Wandle	Letters and Sounds
Talk 4 Writing	Pie Corbett
Word Shark	Word Shark
Wellcom	GL assessment
Sharing Parenting	Sharing Parenting
ELSA	Elsa support Ltd.
Dyslexia outreach	Dyslexia outreach team (DOT)
Discover Arts Award	British Council
Lexplore	Lexplore
OPAL	Michael Follett (Founder)
Maths Shed	EdShed
Spelling shed	Edshed

## Service pupil premium funding



<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Targeted interventions with these children to address gaps in learning. We provided extra-curricular opportunities such as the Children's parliament and tapped into their interests.
What was the impact of that spending on service pupil premium eligible pupils?	Children were settled in school and made excellent progress against their individual targets.

### **Further information**

Subsidised financial support is also provided to those entitled to PP funding in order to access the above and remove specific barriers-see Pupil premium policy.