

Pupil premium strategy statement – Elms Farm Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	61.46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026- 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,615.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£342,615.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Elms Farm Community Primary School has a high percentage (over 60%) of pupils eligible for Pupil Premium. To support these pupils, the school must consider whole school strategies to ensure everyone achieves well, whilst considering the challenges faced by vulnerable pupils, such as those who have a social worker or are identified as economically disadvantaged but not identified as pupil premium eligible.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (EEFG Guide to the Pupil Premium, 2025). Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. It targets academic support towards those who have been identified through this assessment.

Our strategy is also integral to wider school plans for education, notably in its targeted interventions and whole school approaches to social, emotional and behavioural needs (including mental health & well-being).

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																		
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																		
2	Observations, assessments, and conversations with pupils indicate that many disadvantaged pupils have fewer opportunities for wider personal development. This includes limited exposure to experiences that broaden their awareness of the world around them and fewer chances to develop aspirations for future careers. These gaps are evident across the school and are generally more pronounced among our disadvantaged pupils compared to their peers.																		
3	Assessment data, observations, and pupil discussions highlight a significant attainment gap for pupils who are both disadvantaged and have SEND. These pupils often face compounded barriers to learning, resulting in slower progress across core subjects compared to their peers. The gap is evident from early years through to KS2 and remains more pronounced than for pupils with only one of these vulnerabilities.																		
4	<p>Analysis of progress and attainment at the end of 2024/25 highlighted the following areas of focus:</p> <p>End of Key Stage 1: (26PP, 19 NonPP, 9 SEND, 15 EAL)</p> <p>Maths:</p> <table border="1"> <tbody> <tr> <td>PP (26)</td> <td>55%(-23%)</td> <td>14%(-10%)</td> </tr> <tr> <td>Non PP (19)</td> <td>77%(-1%)</td> <td>23%(-2%)</td> </tr> </tbody> </table> <p>Reading:</p> <table border="1"> <tbody> <tr> <td>PP (26)</td> <td>55% (-38%)</td> <td>14% (-21%)</td> </tr> <tr> <td>Non PP (19)</td> <td>75% (-6%)</td> <td>19% (-6%)</td> </tr> </tbody> </table> <p>Writing:</p> <table border="1"> <tbody> <tr> <td>PP (26)</td> <td>46% (-22%)</td> <td>7% (-6%)</td> </tr> <tr> <td>Non PP (19)</td> <td>63% (-3%)</td> <td>0% (-17%)</td> </tr> </tbody> </table> <p>Within the above specifically the attainment of boys.</p> <p>End of Key Stage 2: (29 PP, 14 NonPP, 6 SEND, 14 EAL)</p> <p>Maths:</p>	PP (26)	55%(-23%)	14%(-10%)	Non PP (19)	77%(-1%)	23%(-2%)	PP (26)	55% (-38%)	14% (-21%)	Non PP (19)	75% (-6%)	19% (-6%)	PP (26)	46% (-22%)	7% (-6%)	Non PP (19)	63% (-3%)	0% (-17%)
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5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and limited opportunities for enrichment.</p> <p>Approximately 25% of the school community require additional pastoral support: interventions, 1:1 work. These challenges particularly affect disadvantaged pupils, including their attainment.</p>																		
6	<p>Our attendance data over the last 3 years indicates that attendance is a challenge throughout the school, however there is an upward trajectory of this data over this period as well. Research highlights the impact that absenteeism has on pupil attainment. The school has identified a range of underlying causes for absenteeism within the community. In 2024-2025, the attendance of Pupil Premium pupils was 91.95%</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	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is seen in all aspects of school. Children know how to talk, and talk enriches their learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved progress and attainment in EYFS among disadvantaged pupils.	EYFS outcomes in 2027/28 will show that more than 80% of pupils make a 'good level of progress'. This is taking into account a proportion of pupils who have had identified additional needs including SSPPs and need for a targeted, nurture group approach.
Improved reading attainment among disadvantaged pupils, with a focus on boys.	KS2 reading outcomes in 2027/28 will show an increase in the percentage to more than 70% of disadvantaged pupils meeting the expected standard and that percentage gap between boys and girls will close.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 will show that more than 75% of disadvantaged pupils met the expected standard.
Improved attainment in writing, particularly boys.	Writing attainment for pupil premium pupils will be at or above 75% by 2027/28 and boys are closing the gap with girls.
To achieve and sustain improved well-being & behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved wider opportunities for all for all pupils, particularly	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pupil voice will show that children have high aspirations and able to talk about a range of careers.
<p>Improved attainment among SEND children who are also disadvantaged pupils</p>	<p>SEND attainment for pupil premium pupils will be at or above the percentage of non-PP SEND in their progress through toolkit tracker 2027/28 and they will be making accelerated progress on toolkit tracker measures.</p>

Activity in this academic year 2025/26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments & assessment tracking. Training for staff to ensure assessments are interpreted & administered correctly.</p> <p>Training to ensure that staff track & monitor the progress of disadvantaged pupils effectively (FFT)</p> <p>Training to ensure that teacher feedback is effective and supports pupil progress (CPD)</p> <p>£5,000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>Embedding oracy development. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,4</p>

<p>We will purchase resources and fund ongoing teacher training and release time. In addition to funding Oracy 21 framework. Focus on widening opportunities for Oracy, particularly in Reading and the wider curriculum.</p> <p>TLR for oracy lead.</p> <p>£4,000</p>		
<p>Further embed Little Wandle Phonics approach for all pupils, including targeted interventions to secure stronger phonics teaching for all pupils.</p> <p>Purchase relevant books to ensure a love of reading with a focus on boys. Ensuring that targeted interventions are delivered throughout the school.</p> <p>£2,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Assistant Headteacher for teaching & learning coordinates English & Maths leaders to ensure high quality teaching throughout the school with clear expectations and closely monitored interventions.</p>	<p>The quality of teaching is identified as one of the most important factors in ensuring pupil progress: As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'.</p>	<p>1,2,4</p>

<p>Provide specialist subject leaders to ensure that teaching is of consistently high standard in Reading, Writing with additional consultancy expertise for writing.</p> <p>Coordinate wider curriculum subjects to ensure that disadvantaged pupils know and learn more with high expectations for attainment.</p> <p>£60,000</p>	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The quality of teaching is identified as one of the most important factors in ensuring pupil progress: As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,4</p>
<p>Further enhance good quality first teaching for all through TlASS approach and adaptable teaching with a focus on disadvantaged pupils to further reduce the gap in attainment.</p> <p>TlASS silver award and training along side this.</p> <p>£5,000</p>	<p>Embed the TlASS approach through targeted CPD.</p> <p>Training of leaders at all levels-teaching expectations, TlASS.</p> <p>BEP SEND review.</p>	<p>1,2,3,4,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>3,4</p>

<p>We will fund maths specialist to provide individual cpd & teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Targeted interventions will be managed by SMT to ensure accelerated progress and tracking of PP pupils.</p> <p>£40,000</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Further embed the 'Early Excellence' approach in EYFS with enhanced provision in the outdoor areas with opportunities for Oracy development.</p> <p>Further improve outdoor areas to enhance oracy and physical development to meet pupil needs.</p> <p>EYFS £7,000</p> <p>Nature Explorers</p> <p>£10,000</p>	<p>COVID has impacted upon the early experiences of our youngest pupils (EEF). Providing them with opportunities to develop language, make independent decisions and become inquisitive learners is essential in setting the foundations for learning and attainment.</p> <p>EEF: What happens Early can matter for a lifetime.</p> <p>Early Excellence</p>	<p>1,3,4</p>

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

Budgeted cost: £ 74,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics/reading comprehension sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£15,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted reaching of reading comprehension has been evaluated as having high impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3,4</p>
<p>Targeted interventions to meet the needs of pupils:</p> <p>-Reception additional needs-Welcom</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>3,4</p>

<p>-KS1 reading & maths</p> <p>-KS2 reading, SPAG & Maths</p> <p>£33,000</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide screening of Salt & Speech Language needs. Speech & Language provision and intervention.</p>	<p>Research has highlighted the impact of COVID on early development themes which are the foundations for attainment in understanding, general attainment, physical well-being and the physical skill of handwriting:</p> <p>EEF: The Impact of COVID in EYFS</p>	<p>1,3,4</p>
<p>Occupational Therapy screening for pupils with targeted intervention to support with gross & fine motor skills.</p> <p>£26,400 combined</p>		

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

Budgeted cost: £ 148,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on restorative practice & well-being and mental health provision throughout the school.</p> <p>Support for key pupils through external agencies</p> <ul style="list-style-type: none"> -Animal therapy £2,600 -COBS behavior support £10,000 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5,6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£30,000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>To enrich the life experiences and ambition of pupils through LYFTA sessions each week and through a developed careers programme.</p> <p>£9,000</p>	<p>Research highlights the impact of rich learning experiences on improved attendance. Research also highlights the benefits of a careers programme- The Gatsby Benchmarks, in raising aspirations of pupils beyond schooling.</p>	<p>ALL</p>

<p>Provide targeted pastoral support for disadvantaged pupils to remove barriers to learning, including ELSA training and specific interventions.</p> <p>£71,000</p>	<p>25% of our pupils require additional pastoral support. The EEF recommends:</p> <p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>Bounce Together subscription will enable interventions to be measured and provide pupils with a format in which to share insights into their well-being.</p>	<p>All400</p>
<p>Enrichment-providing additional support for pupils to access the same experiences as non-disadvantaged pupils.</p> <p>£5,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 335,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous three-year strategy

2024/2025 marks the end of our previous three-year strategy. Therefore, this review will focus on the intended outcomes of the previous plan.

Improved oral language skills and vocabulary among disadvantaged pupils.

Embedding oracy development through the Oracy 21 framework and targeted CPD has had measurable impact. We use the Oracy 21 strategies through all subjects with progression in skills through the year groups, this follows the research of quality first teaching and the EEF guidance that oral language interventions are high-impact. Consultant reports and internal monitoring highlight improved pupil articulation and vocabulary for example Oracy 21 review days commented on the impact of talk to learning and Governors reports show how students are able to articulate their learning, show visitors around school and use presentational skills. Welcomm screening and SALT interventions supported 26 pupils, with 75% making accelerated progress and achieving age-related understanding of language. Outdoor learning and initiatives such as “Welly Wednesday” and snack group interventions further strengthened language foundations. We continue to focus on Oracy in school, in line with the National Curriculum review, and are aiming to be a centre of excellence with Voice 21 by the end of the year. We have been successful in our target but are targeting this area in line with the focus in recent guidance.

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps have closed between disadvantaged pupils, this shows that we have met this intended outcome

Improved progress and attainment in EYFS among disadvantaged pupils.

The Early Excellence approach and enhanced outdoor provision have raised standards, providing opportunities for language and physical development. Quality first teaching and targeted interventions (Welcomm, SCERTS, bucket time) addressed

individual needs. Despite a rise in additional needs post-COVID, 83% of disadvantaged pupils achieved a Good Level of Development (GLD) in 2024/25, compared to 81% overall. This reflects the importance of high-quality early years provision as emphasised by EEF and DfE. Children are screened upon arrival in reception and Nursery with Welcomm and Occupational Health and any interventions needed are immediately put in place. This results in gaps being closed for Pupil premium children. The progress shown in this intended outcome has been successful and although we will continue to monitor next year under the area of attainment as building strong foundations remain critical to Pupil Premium children achieving well later on in school as supported by the EEF.

EYFS outcomes in 2025/26 show that more than 80% of pupils make a 'good level of progress'. This is taking into account a proportion of pupils who have had identified additional needs including SSPs and need for a targeted, nurture group approach. This shows we have met our intended outcome.

Data from 2025

PP	83%
Non PP	80%

Improved reading attainment among disadvantaged pupils, with a focus on boys.

Little Wandle systematic phonics programme was embedded, supported by new KS2 chapter books and fluency resources. Year 1 run twice-daily phonics sessions which included a discrete daily lesson on blending after our assessments showed this as an area of development for our disadvantaged children. For those with gaps, rapid catch-up interventions improved fluency. A structured reading intervention flow chart (phonics → fluency → comprehension) ensured progression. Interventions through this model were tracked and monitored, with FFT data showing progress over time especially reading fluency. KS2 reading outcomes improved, though boys and prior low attainers remain a focus. FFT data (below) and consultant feedback confirm positive trends. There has been a lot of work throughout the school in this area over the past years but the national focus of the attainment gap between boys and girls is still a focus area for school.

Data from KS2 SATs 2025

Girls (20)	75%	30%
Boys (25)	64%	16%
PP(32)	63%	19%
Non PP (13)	85%	31%

KS2 reading outcomes in 2025/26 show an increase in the percentage of disadvantaged pupils meeting the expected standard which means that we have met this intended outcome.

Improved attainment in SPaG amongst disadvantaged boys.

Whole class SPaG sessions ensured coverage and time for gaps in learning to be closed due to loss of learning in the COVID years. For those with further gaps (identified through FFT assessment system), interventions were implemented using CGP resources and precision teaching for spellings. CPD focused on adaptive teaching and breaking barriers for disadvantaged pupils especially boys. This was done through EEF toolkits. SPaG results for 24/25 show the impact of this work. There has been a lot of work throughout the school in this area over the past years and the data from 2025 shows the improvement in this intended outcome but the national focus of the attainment gap between boys and girls is still a focus area for school.

SPaG.

Data from KS2 SATs 2025

Girls (20)	85%	50%
Boys (25)	72%	48%
PP(32)	75%	41%
Non PP (13)	85%	69%

KS2 SPAG outcomes in 2025/26 show an increase in the percentage of disadvantaged boys passing SPAG which shows we have met this intended outcome.

Improved maths attainment for disadvantaged pupils at the end of KS2.

SMT leading maths has ensured Maths Hub CPD and Teaching for Mastery training were delivered to staff including individual Maths hub CPD for ECTs and Oracy leads. This whole class, quality first teaching ran alongside targeted interventions for arithmetic and times tables. Interventions for maths were tracked and monitored, with FFT data showing progress over time. Interventions are identified through the FFT analysis run by subject leads and pupil progress meetings with class teachers which means that children are clearly targeted and all staff are aware of target children as per EEF guidance. KS2 maths attainment for disadvantaged pupils shows progress, but gaps remain for pupil premium verses non – pupil premium and SEND pupil premium pupils. FFT tracking have strengthened intervention impact. A lot of progress has been made in maths over the last three years but the gap between Pupil Premium and Non-Pupil premium at the end of KS2 remains present as so we will continue to work on this target.

Data from KS2 SATs 2025

Boys (25)	1270	1070
PP(32)	68%	13%
Non PP (13)	86%	36%

KS2 maths outcomes in 2025/26 does not show that more than 70% of disadvantaged pupils met the expected standard, this means that we have not met this intended outcome, but we are close.

Improved attainment in writing, particularly boys.

Working with a writing consultant and bespoke CPD has supported class teachers and subject leaders in raising expectations and improving pedagogy. We focused on the best practise documents from the EEF for boys writing including chunking and mini plenaries. We also audited our texts and writing opportunities to ensure they represented boys and were engaging. Outdoor literacy experiences in EYFS and targeted SPAG support have contributed to improvement. However, boys' writing attainment remains below that of girls, requiring continued emphasis on high-quality teaching targeting them and targeted intervention. A lot of positive progress has been made on this target however, there remains a gap between Pupil Premium and none and boys and girls data in our most recent results and therefore this will remain in our next plan as an intended target.

Data from KS2 TA 2025

Girls (20)	80%	10%
Boys (25)	64%	4%
PP(32)	68%	6%
Non PP (13)	79%	8%

To achieve and sustain improved well-being & behaviour for all pupils in our school, particularly our disadvantaged pupils.

Over the three-year strategy, Elms Farm implemented universal and targeted approaches to support social, emotional, and behavioural needs, consistent with EEF guidance on behaviour interventions. All children though out the school take part in questionnaires through bounce together. This ensures that any wellbeing concerns are picked up. Pupil Premium data in analysed separately as well as the whole cohort byt the PP lead and head of pastoral. Together they create bespoke plans for those who need it or whole school assemblies or adaptations to teaching.

Provision included:

Art Therapy (5 pupils per term), d Animal Therapy (10 pupils per term), and Malachi family support (4 families at a time), which had a significant impact on emotional regulation and trauma recovery.

ELSA and TIASS training for all staff and governors, embedding adaptive strategies to remove barriers to learning.

Boxall profiling for all targeted SEMH interventions, with progress monitored and shared with class teachers.

The review notes a sustainable reduction in reported behaviour incidents and improved self-regulation among pupils with additional needs. These outcomes align with EEF evidence that structured social and emotional learning improves attainment and well-being which has resulted in the school being recognised with the bronze TIASS award. Wellbeing and mental health support is still a key ara for our children and as such we will keep this a target are in the next plan despite the school progressing so far in the last three year. It needs to remain at the fore front so that we keep up to date with the changing needs of the children.

Bounce together surveys show sustained high levels of wellbeing in 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant reduction in behaviour incidents
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

We have therefore met this intended outcome.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance remains a challenge, reflecting national trends post-COVID, however, there has been a positive upward trend over the last three years. Persistent absence continues to be a priority. In 2024/2025 the PP Persistent absences was at 20.75%

Actions taken include:

- Embedding the Inclusive Attendance Framework and principles from DfE's *Improving School Attendance* guidance and gaining the silver award.
- Appointment of attendance leads and champions, LA and DfE training, and implementation of parent steering groups, workshops, and recognition strategies (certificates).
- Use of DfE summary reports for analysis and swift action planning.

While improvements have been noted, the school acknowledges the need for continued investment in attendance strategies to reduce persistent absence and close the gap between disadvantaged and non-disadvantaged pupils.

Sustained high attendance in 2024/25 demonstrated by:

- the percentage of all pupils who are persistently absent being below 20% they were 20.75% so within margin. The figure among disadvantaged pupils being no more than 5% lower than their peers (at 25.5%) so we met the target.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Occupational Therapy	West Midlands Speech & Language Service
Speech & Language Therapy	
Counselling Support	Malachi
Art Therapy	Birmingham Centre for Arts Therapy
Nature Makers	Nature Makers UK
Animal Therapy	Little Seedlings

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.