

Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Elsley Primary School
Number of pupils in school	753
Proportion (%) of pupil premium eligible pupils	21% 160 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Raphael Moss, Headteacher
Pupil premium lead	Kaniz Mulji, Deputy headteacher
Governor / Trustee lead	Sue Knowler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171, 000
Recovery funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years	Nil
Total budget for this academic year	£171,000

Part A: Pupil premium strategy plan

Statement of intent

At Elsley Primary School, it is our intention to ensure that every pupil—regardless of background, prior attainment or barriers faced—makes rapid, sustained progress and achieves highly across the full curriculum. Our pupil premium strategy is designed to ensure that disadvantaged pupils receive the targeted support they need to achieve outcomes in line with, and ideally above, national expectations. This includes enabling high attainers from disadvantaged backgrounds to excel and deepen their learning.

High-quality teaching is central to our approach. Evidence shows that excellent teaching has the greatest impact on closing the disadvantaged attainment gap, while also securing continued improvement for non-disadvantaged pupils. For that reason, our strategy prioritises strengthening classroom practice, developing staff expertise, and creating the conditions for effective learning for all.

Our approach is rooted in a long-term, evidence-informed strategy that aligns closely with our School Development Plan. This enables us to combine short-term responses to emerging needs with medium- and long-term actions that build sustainable improvement. By aligning pupil premium use with whole-school priorities, we ensure interventions are coherent, strategic and focused on improving readiness to learn.

We recognise that barriers to learning are varied and can be academic, social, emotional or environmental. Therefore, we do not allocate fixed amounts per eligible pupil. Instead, we identify the specific barriers faced by individuals or groups, select the most appropriate interventions—whether whole-school, group-based or bespoke—and allocate funding accordingly to maximise impact.

Our Priorities

To maximise the impact of the Pupil Premium Grant, our key priorities at Elsley Primary School are:

- Ensuring high-quality teaching in every class, through evidence-informed professional development, curriculum refinement and consistently high expectations.
- Closing the attainment gap between disadvantaged pupils and their peers across all subjects, particularly in reading, writing and mathematics.
- Providing targeted academic support for pupils who are not making expected progress, including those with SEND who are also disadvantaged.
- Addressing non-academic barriers, such as attendance, behaviour, wellbeing and social/emotional needs, which may limit pupils' readiness to learn.
- Ensuring that the Pupil Premium Grant is directed where it is needed most, allowing us to respond flexibly and strategically to the changing needs of pupils.

Implicit in these priorities is our commitment to sustaining and improving the attainment and progress of non-disadvantaged pupils alongside their disadvantaged peers. Through this approach, we aim to provide all pupils with the knowledge, skills and confidence they need to thrive now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in the Early Years require improvement for all pupils, including those eligible for the Pupil Premium, particularly in Communication and Language, Literacy, and Mathematics. Many disadvantaged children begin Reception with lower starting points, which affects their readiness for learning throughout the school.</p>
2	<p>Assessments, observations, and pupil discussions show that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary. These gaps are evident from Reception and continue through to the end of Key Stage 2. These impacts reading comprehension, writing quality, and overall curriculum access.</p>
3	<p>Not all pupils eligible for the Pupil Premium make sufficient progress in English, particularly writing. Internal and external assessment data shows that writing attainment and progress for disadvantaged pupils remains below that of their non-disadvantaged peers, with gaps persisting across year groups.</p>
4	<p>Attendance data highlights an inconsistent pattern of attendance among disadvantaged pupils, including increased instances of lateness. This affects learning time, continuity, and readiness to learn.</p> <p>Overall attendance for disadvantaged pupils has been 2.1% lower than for non-disadvantaged pupils.</p> <p>21.2% of disadvantaged pupils have been classed as persistently absent, compared with 15.8% of their peers.</p> <p>Poor attendance contributes significantly to gaps in progress and attainment for disadvantaged learners.</p>
5	<p>For some pupils, inconsistent home routines—often linked to parental mental health needs or pupils taking on caring responsibilities—create additional stress and reduce readiness for learning. This affects punctuality, engagement and the ability to sustain focus in class.</p>

6	An increasing number of families are experiencing financial hardship. Many have limited access to books, safe outdoor spaces, appropriate clothing, sufficient food, and opportunities for enrichment beyond school. These factors restrict pupils' ability to develop cultural capital and hinder academic progress.
7	A significant proportion of families live in multi-occupancy or overcrowded housing. These conditions contribute to instability, limited space for study, heightened stress at home, and in some cases, risk of eviction. As a result, pupils' wellbeing, sleep patterns and capacity to learn are negatively impacted.
8	High levels of deprivation in the local area are contributing to a rise in emotional and mental health needs among pupils. Increased anxiety, low self-esteem and social-emotional difficulties affect pupils' ability to engage positively with learning and benefit from classroom teaching.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current 3-year strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children in Reception make strong progress in Communication and Language, Literacy, and Mathematics, narrowing the gap with their peers.	<ul style="list-style-type: none"> • Baseline assessments at the start of Reception are used to identify gaps. • By the end of the Early Years Foundation Stage (EYFS), disadvantaged pupils achieve at least expected levels in Communication and Language, Literacy, and Maths. • Progress of disadvantaged pupils in Early Years is comparable to or better than non-disadvantaged peers. • Staff implement targeted interventions (e.g., speech and language support, vocabulary enrichment) for identified pupils.
Pupils eligible for the Pupil Premium demonstrate improved oral language skills and wider vocabulary, supporting reading comprehension, writing, and overall curriculum access from Reception to Year 6.	<ul style="list-style-type: none"> • Regular formative assessments track vocabulary acquisition and oral language development. • Evidence of targeted interventions (e.g., small group speech sessions, structured talk activities) impacting classroom engagement. • Improved teacher observations and pupil discussions indicate increased confidence in speaking and listening. • Attainment gaps in reading comprehension and writing between disadvantaged and non-disadvantaged pupils decrease over time.

<p>Disadvantaged pupils make sustained progress in writing, closing the attainment gap with their non-disadvantaged peers across all year groups.</p>	<ul style="list-style-type: none"> • Termly writing assessments show measurable progress for disadvantaged pupils. • Targeted support (e.g., writing interventions, 1:1 or small-group support) is implemented and evaluated for impact. • By the end of each Key Stage, disadvantaged pupils' writing attainment approaches or exceeds national expectations. • Internal tracking demonstrates a reduction in the proportion of disadvantaged pupils not making expected progress in writing.
<p>Intended Outcome: Attendance and punctuality for disadvantaged pupils improve, supporting continuity in learning and readiness to engage fully in lessons.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils increases to within 94% of non-disadvantaged pupils. • The proportion of disadvantaged pupils who are persistently absent decreases. • Interventions such as attendance monitoring, parental engagement, and pastoral support are evidenced as effective. • Improved attendance correlates with better progress and attainment.
<p>Pupils facing home challenges, financial hardship, or emotional and mental health needs are better supported to engage with learning and make progress.</p>	<ul style="list-style-type: none"> • Targeted pastoral and wellbeing support is provided, including mentoring, nurture sessions, and access to external services. • Pupils' engagement, focus, and resilience in lessons improve, as recorded in teacher observations and behaviour monitoring. • Families access additional support, including enrichment activities, resources, and welfare services, reducing barriers to learning. • Progress and attainment for disadvantaged pupils with identified social or emotional barriers improve in line with peers.
<p>All disadvantaged pupils have equal access to high-quality teaching, enrichment, and cultural experiences, enhancing their knowledge, skills, and personal development.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils participate fully in school trips, extracurricular activities, and enrichment programmes. • Monitoring demonstrates that disadvantaged pupils access reading materials, digital resources, and homework support. • Evidence from lesson observations, pupil voice, and work scrutiny shows equitable engagement and participation.

Activity in this academic year

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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of 'The Write Stuff' writing approach with staff training and implementation support from Jane Considine.</p>	<p>The Write Stuff provides a consistent, explicit and structured framework for teaching writing, ensuring high-quality modelling, scaffolded practice and clear progression in sentence construction, vocabulary and text composition.</p> <p>Research evidence (EEF Literacy Guidance) shows that explicit instruction, teacher modelling, sentence-level practice and scaffolded writing have the greatest impact on pupils with weaker prior attainment. Embedding consistent whole-school practice reduces variation in teaching quality and supports sustained progress for disadvantaged pupils.</p>	<p>1, 2 and 3</p>
<p>Purchase of physical home-reading books for pupils in EYFS, KS1 and KS2 pupils still accessing phonics. Books aligned to the validated SSP programme, Little Wandle: Letters and Sounds Revised.</p>	<p>Access to matched phonics books enables pupils to practise decoding with accuracy and fluency, improving reading confidence and progression. Research shows that systematic synthetic phonics matched to a child's secure phonics knowledge has a strong positive impact on early reading (DfE, EEF Phonics Evidence Review).</p> <p>Providing high-quality physical books for home reading also addresses inequality in home literacy environments and boosts language exposure. Shared reading is linked to improved vocabulary, comprehension and long-term literacy outcomes.</p>	<p>1, 2, 3 and 6</p>
<p>Embedding oracy as a whole-school practice across all subjects, led by a trained Oracy Lead. The lead will participate in cluster and LA training and disseminate training across staff.</p>	<p>Evidence indicates that structured oracy instruction improves pupils' vocabulary, comprehension, reasoning and writing (EEF Oral Language Interventions – high impact for very low cost).</p>	<p>1, 2 and 3</p>

	<p>For a school where 88% of pupils speak English as an additional language, establishing a consistent culture of talk is essential to closing vocabulary gaps and improving access to the full curriculum. High-quality oracy teaching strengthens pupils' communication, confidence and attainment across subjects.</p>	
Outdoor focus in EYFS	<p>In the Early Years Foundation Stage, outdoor learning is a central part of our curriculum. We recognise that purposeful play and exploration outdoors develop not only physical skills but also language, curiosity, resilience and problem solving.</p> <p>For many disadvantaged pupils, safe access to outdoor spaces beyond school is limited; our EYFS provision ensures equity by giving every child daily opportunities in high-quality outdoor environments that inspire discovery and creativity.</p> <p>This approach is firmly aligned with Development Matters (2021), which highlights that young children “thrive when they can explore the natural world around them” and stresses the importance of outdoor play for communication, physical development and understanding of the world.</p>	
Half-termly, Pupil Progress Meetings to review attainment and progress of disadvantaged pupils, identify gaps early, set next steps, and plan targeted interventions.	<p>Regular progress monitoring enables early identification of barriers and targeted response. NFER and EEF highlight that the most effective Pupil Premium strategies include frequent review, use of data to inform next steps, small-group instruction and high-quality feedback.</p> <p>Pupil Progress Meetings strengthen professional dialogue, ensure accountability and allow rapid adjustments to teaching or intervention. Scheduling these meetings strategically ensures that disadvantaged pupils are prioritised and their progress is closely tracked.</p>	1, 2, 3 and 8

<p>Persistent Absence To develop strategies to improve persistent absences, especially for children who are on the Pupil Premium register.</p>	<p>This evidence-informed approach is supported by national research:</p> <p>The DfE’s Improving School Attendance guidance (2022) emphasises early identification, strong multi-agency collaboration and supportive parental engagement as the most effective strategies to reduce persistent absence.</p> <p>EEF and NFER research highlights that improving attendance is key to raising attainment, especially for disadvantaged pupils, and that relational, targeted approaches are more effective than punitive measures.</p> <p>Our Attendance Leader works closely with Phase Leaders, senior staff and the Family Support Officer to identify disadvantaged pupils at risk of persistent absence. Robust tracking systems enable early identification of concerning patterns, particularly for children known to social care or experiencing wider vulnerabilities. Early intervention is prioritised to prevent attendance issues from becoming entrenched.</p> <p>Senior leaders provide targeted support for families, including parental workshops, attendance meetings and guidance for those facing barriers such as overcrowded housing, financial hardship or parental mental health needs. Where necessary, staff work in partnership with the Local Authority and external agencies to ensure a coordinated, multi-agency response.</p> <p>Building strong connections with families, combined with consistent monitoring, reduces safeguarding risks and improves long-term engagement with education.</p> <p>As a result, this approach ensures that:</p> <ul style="list-style-type: none"> • Attendance concerns are identified and addressed swiftly. • Families receive empathetic, practical and timely support. 	
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	<ul style="list-style-type: none"> • Disadvantaged pupils experience consistent access to learning and enrichment. • Barriers to attendance are reduced through coordinated, personalised intervention. • By embedding a culture of collaboration, high expectations and accountability, Elsley Primary ensures that disadvantaged pupils attend regularly, enabling them to benefit fully from high-quality teaching, make sustained progress and improve their wellbeing. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily phonics Keep-Up sessions (Years R–2) delivered by class teachers and teaching assistants.</p> <p>Reading practice sessions (Years R–2) three times weekly with two adults.</p> <p>Reading practice and Rapid Catch-Up (Years 3–6), five sessions per week for pupils working below age-related expectations led by six trained adults.</p>	<p>Research from the Education Endowment Foundation (EEF) shows that small-group tuition and phonics-based interventions have strong positive impacts, particularly for disadvantaged pupils. Providing consistent, high-quality reading practice supports fluency, accuracy and confidence—vital for pupils who may not receive consistent support with reading at home.</p> <p>Keep-Up sessions provide immediate, targeted support for pupils not yet secure in phonics, ensuring gaps are addressed before they widen. Sessions are delivered in small groups by trained staff, allowing for explicit instruction, modelling and rapid feedback.</p>	1, 2 and 3
<p>Targeted writing intervention groups for pupils working below age-related expectations.</p> <p>Targeted speech and language support for pupils with communication and language needs across the school.</p>	<p>Structured small-group writing interventions help pupils practise key components of writing—sentence construction, vocabulary, planning and editing—in a focused and supportive environment. The EEF Improving Literacy in KS1 & KS2 guidance highlights that explicit instruction, scaffolded practice</p>	1, 2 and 3

	and targeted small-group support produce significant gains for struggling writers. These interventions strengthen pupils' ability to communicate clearly, express ideas confidently and access the wider curriculum.	
Oral language interventions focusing on speaking, listening and language structure have consistently high impact, particularly for disadvantaged pupils and those with limited vocabulary on entry.	The EEF Oral Language Interventions evidence identifies this as a high-impact, low-cost strategy, improving vocabulary, communication, comprehension and later literacy outcomes. This targeted support is especially important in a school where a large majority of pupils speak English as an additional language.	1, 2 and 3
Targeted maths groups and interventions led by experienced practitioners, focusing on number, fluency and place value.	According to the EEF Toolkit, small-group maths tuition offers an average of four months' additional progress per year. It is most effective when tightly focused on identified gaps and delivered by skilled practitioners. These interventions strengthen pupils' foundational understanding of number, helping them access the full maths curriculum and preventing long-term attainment gaps.	1 and 3
Toileting routines and support for pupils in EYFS, including parental workshops and explicit modelling of routines.	<p>Some pupils enter school without established toileting routines, which can cause distress and impede learning. Providing structured support for pupils and parents helps remove this barrier to readiness for learning.</p> <p>This approach is grounded in Development Matters (2021), which identifies self-care, independence and physical development as essential foundations for learning. Supporting toileting routines improves children's wellbeing, confidence and participation in school life.</p>	5, 7, 8

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital and enhancements	<p>Research from the EEF highlights that enriching experiences improve motivation, engagement and self-belief, which are essential for raising attainment—particularly for disadvantaged pupils who may otherwise have limited access to cultural and educational experiences outside school.</p> <p>The DfE also notes that high-quality enrichment supports personal development, builds cultural capital and enhances readiness to learn.</p> <p>Elsley Primary is committed to ensuring that disadvantage does not limit opportunity. Pupils eligible for the Pupil Premium receive full or partial funding for trips, music lessons and enrichment activities so that financial barriers do not restrict access. This ensures equity and enables all pupils to experience the full curriculum offer.</p> <p>Our cultural capital programme provides purposeful and inclusive opportunities that enrich learning and broaden horizons. These include:</p> <ul style="list-style-type: none"> • Curriculum-linked educational visits to places of worship, libraries, museums, galleries and subject-specific sites across London. • Music tuition, choir participation and opportunities to perform in school and community events. • Residential that build independence, teamwork and resilience. • Leadership opportunities that develop confidence, aspiration and representation. 	2, 5 and 6

Clubs	<p>Elsley Primary ensures that disadvantage is never a barrier to participation in after-school and lunchtime clubs. Pupil Premium pupils are prioritised for places and supported to attend free of charge, ensuring equitable access.</p> <p>The enrichment programme includes creative, academic, physical and wellbeing-focused clubs such as farm club, arts and crafts, dance, choir, Lego, cookery, homework support and a wide range of sports including football, netball, basketball and dance.</p> <p>This breadth of provision builds pupils' confidence, supports talent development and enhances mental and physical wellbeing. Research shows that sustained participation in enrichment activities is linked to improved attendance, engagement and academic outcomes for disadvantaged pupils. It also strengthens relationships, supports positive routines and enhances pupils' sense of belonging within school.</p> <p>By offering a diverse and inclusive club programme, we ensure that disadvantaged pupils consistently access wider learning experiences and are represented as active, valued contributors to school life.</p>	5 and 6
Growing and developing leadership abilities	<p>Elsley Primary is committed to ensuring that every child—regardless of background—has the opportunity to develop leadership skills and influence the life of the school. Leadership roles are carefully structured so that disadvantaged pupils, including those eligible for the Pupil Premium, have equal opportunity to take on responsibilities and build confidence, agency and aspiration.</p> <p>Roles such as school councilors, sports leaders, eco leaders, digital ambassadors and subject champions allow pupils to:</p> <ul style="list-style-type: none"> • Represent peers and contribute to decision-making 	2, 6 and 8

	<ul style="list-style-type: none"> • Model positive behaviour and attitudes • Develop communication, teamwork and problem-solving skills • Build self-belief and a sense of belonging <p>Research on pupil leadership, oracy and metacognition (EEF) shows that leadership opportunities develop confidence, self-regulation and communication skills—all of which contribute to improved academic outcomes. For disadvantaged pupils, leadership roles also raise aspiration and strengthen engagement with school.</p> <p>Leadership development further enhances safeguarding by empowering pupils to articulate concerns, advocate for themselves and others, and engage confidently with trusted adults. This strengthens protective factors around our most vulnerable pupils.</p> <p>Through intentional leadership development, disadvantaged pupils are not only participants in school life but are empowered, articulate leaders prepared for future success.</p>	
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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 2024 to 2025 academic year.

Outcomes for Pupil Premium Children expected+

Year Group	Context	Reading	Writing	Maths	SPaG
6	26 pupils 4 SEN Support 2 EHCP	Expected 69% Greater Depth 33% <u>Non-PP</u> Expected 72% Greater Depth 35%	Expected 72% Greater Depth 9% <u>Non-PP</u> Expected 58% Greater Depth 12%	Expected 78% Greater Depth 29% <u>Non-PP</u> Expected 69% Greater Depth 19%	Expected 77% Greater Depth 40% <u>Non-PP</u> Expected 77% Greater Depth 38%
5	30 pupils 8 SEN Support 1 EHCP	Expected +: 57% <u>Non-PP</u> Expected+: 66%	Expected +: 40% <u>Non-PP</u> Expected +: 57%	Expected +: 60% <u>Non-PP</u> Expected +: 79%	
4	27 pupils 7 SEN Support 1 EHCP	Expected +: 78% <u>Non-PP</u> Expected: 64%	Expected +: 56% <u>Non-PP</u> Expected +: 52%	Expected +: 78% <u>Non-PP</u> Expected: 74%	
3	18 pupils 7 SEN Support 1 EHCP	Expected +: 77% <u>Non-PP</u> Expected: 60%	Expected +: 58% <u>Non-PP</u> Expected +: 52%	Expected +: 77% <u>Non-PP</u> Expected: 74%	
2	25 pupils 6 SEN Support 3 EHCP	Expected +: 60% <u>Non-PP</u> Expected: 68%	Expected +: 52% <u>Non-PP</u> Expected +: 59%	Expected +: 56% <u>Non-PP</u> Expected: 65%	
1	21 pupils 2 SEN Support	Expected +: 95% <u>Non-PP</u> Expected +: 75% Phonics Met Threshold: 95% <u>Non -pp</u> Met threshold: 82%	Expected+: 86% <u>Non-PP</u> Expected +: 73%	Expected +: 91% <u>Non-PP</u> Expected +: 78%	
Reception	21 pupils 4 SEN Support 1 EHC	Good Level of Development PP children GLD: 57% Non-PP children GLD: 55%			

Outcomes for disadvantaged pupils across the school show a positive overall profile, with several year groups performing in line with or above their non-PP peers. In Year 6, PP pupils achieved broadly comparable results to non-PP at both Expected and Greater Depth across the core subjects, indicating strong impact from targeted upper-KS2 provision. Year 5 shows a notable gap between PP and non-PP pupils, particularly in Maths, highlighting this as a key focus area for continued intervention. By contrast, Years 4 and 3 demonstrate strong performance, with PP pupils outperforming non-PP pupils in all core areas at Expected+, reflecting effective support and successful early intervention strategies. Year 2 shows more variable outcomes, with PP pupils performing below non-PP overall; this cohort includes higher levels of SEN, and remains an area for focused classroom and targeted support. Year 1 demonstrates strong outcomes, with PP pupils significantly exceeding non-PP pupils in Reading, Writing, Maths and Phonics, showcasing highly effective early-KS1 provision. Reception outcomes show PP children achieving slightly above their non-PP peers (57% vs 55%). While this reflects encouraging early progress, both groups remain below the national GLD standard, highlighting a continued focus area.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Widget	Widget Online
Spelling Shed	Spelling Shed
Little Wandle	Letters and Sounds Revised Little Wandle
Letter Join	Letter Join
Ready to Progress	White Rose