

James Elliman Academy: Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	James Elliman Academy
Number of pupils in school	720 (*including number of children in nursery)
Proportion (%) of pupil premium eligible pupils	16% 114 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Tajinder Johal
Pupil premium lead	Vanda Devshi
Governor / Trustee lead	Liz Herod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,200

Part A: Pupil premium strategy plan

Statement of intent

At James Elliman Academy, we help our Pupils who are eligible to receive additional Pupil Premium Funding to thrive by identifying the individual needs of each student. We then use this as a starting point for designing our offer of support. We use academic research to design and assess the impact of our interventions. We gather evidence from trialling interventions which enables us to become more effective in the support we can offer. We welcome academic data but apply it to our pupils' own unique circumstances.

Our Key Principles:

1. **Schools can make a difference** - great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.
2. **Evidence can help** - taking an evidence-informed approach to Pupil Premium spending can help schools to compare how similar challenges have been tackled in other schools, understand the strength of evidence behind alternative approaches and consider the likely cost-effectiveness of a range of approaches.
3. **Quality teaching helps every child** - improving teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
4. **Support middle and high attainers too** - students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.
5. **Implementation matters** - less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

A tiered approach will be adopted which looks at **teaching, targeted academic support** and **wider strategies**. Approaches adopted will be evidenced based and specific to the needs of each PP group, in each year group. Strategies used will not only apply to PP children but where appropriate will be wider whole cohort support strategies. These will be specific interventions that meet the needs of our school community – such as development of vocabulary, language skills, reading skills, speech and language development and initiatives addressing social deprivation and poor parental ability to support learning. Existing research led strategies used by schools successfully will be researched and used where appropriate. Pupil premium strategy will sit at the heart of the whole school strategy so that changes are effective and relate to whole school targets, this in turn will result in whole school improvements to teaching and learning. Spending will be allocated to improving teaching through professional development and training. Use of individual coaching sessions for teachers where needed, subject specific CPD to improve the quality of pedagogical content knowledge and lack of skills in particular areas. Targeted academic support will be provided for all PP ability groups. Targeting specific gaps for each PP group and improving both skills and knowledge

through intervention. Wider strategies will address non-academic barriers including attendance, behaviour, social and emotional support. Wellbeing initiatives will continue and additional support will be provided for PP children when needed.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering with poor language skills as a result of poor stimulation, limited English and lack of reading experiences have resulted in limited oral language and vocabulary. These are evident from Reception through to KS2 in general, however, it is more prevalent among our disadvantaged pupils than their peers
2	Disadvantaged pupils have greater gaps in their phonic knowledge when compared to their peers. This negatively impacts their ability to read and access the curriculum.
3	Disadvantaged pupils' attainment in writing is below that of non-disadvantaged pupils and not in line with attainment in reading.
4	Disadvantaged pupils' attainment in maths is below age related expectations and not in line with non-disadvantaged peers.
5	There is a lack of enrichment opportunities for disadvantaged children to develop their social and emotional skills. This has impacted behaviour, mental health and well-being. In addition families require additional support to increase parental capacity to support their children due to vulnerability factors and home circumstances.
6	Attendance for PP children has consistently been lower than that compared to non-pupil premium children. This has resulted in lower attainment in core learning and a lack of readiness to learn.

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 significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.

Improved phonics attainment among disadvantaged pupils.	KS1 phonics data for year 1 in 2025/26 will show that disadvantaged pupil attainment will be in line with National average and with non-disadvantaged pupils.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 will show that disadvantaged pupil attainment will be in line with National average and with non-disadvantaged pupils. As well as being in line with attainment in reading.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2025/26 will show that disadvantaged pupil attainment will be in line with National average and with non-disadvantaged pupils.
To achieve and sustain improved social and emotional skills for disadvantaged children and support their mental health and well-being.	Sustained high levels of social, emotional skills, wellbeing and mental health demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parental surveys and teacher observations - a significant increase in participation in enrichment activities to develop social and emotional skills, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. - the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

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)

Budgeted cost: £66,405.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve teaching through professional development (CPD), training and support for all staff (including early career teachers).</p>	<p>EEF acknowledges that CPD can improve teacher practice and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. Every teacher is supported to keep improving the quality of their pedagogical content knowledge through CPD sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3 and 4.</p>
<p>To give CPD to teachers on how to facilitate effective feedback (verbal or written) about the learners' performance in relation to learning goals and outcomes.</p>	<p>The EEF states that feedback studies have shown very high effects on children's learning and can add 8 months of impact onto children's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>3 and 4</p>
<p>SLT and middle leadership monitoring of teaching and learning throughout the school and offer coaching and mentoring to measure the impact of that.</p>	<p>Support for teachers can have a positive impact on the teacher level outcomes thus having a positive impact on children's learning and outcomes.</p> <p>https://schoolleaders.thekeysupport.com/staff/cpd/develop-leaders/developing-middle-leaders/</p>	<p>2, 3, and 4</p>
<p>To buy additional resources across all subjects to embed reading skills with the use of high quality texts within lessons to increase pupils' acquisition and application of language in reading, writing and oral communication.</p>	<p>The Sutton Trust suggests that additional resources especially for reading can significantly increase children's progress in reading.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf</p>	<p>1</p>
<p>Purchase of phonics resources to embed a DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) to secure stronger phonics teaching for all pupils.</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>2</p>

<p>Effective screening - (Speech Link and Nellie) of all pupils in EYFS and Year 1, and any target children in KS2, to establish any delays or difficulties in speech, language and communication skills.</p> <p>To plan targeted intervention and strategies to address this.</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</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,861.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers led tuition with identified pupils to receive interventions to identify and respond to gaps in learning.</p>	<p>Evidence shows small group tuition is an extremely effective intervention in a student's learning, with private tuition having the ability to boost progress by three to five months.</p> <p>https://educationhub.blog.gov.uk/2020/12/08/how-the-national-tutoring-programme-can-help-students/</p>	<p>1 and 3</p>
<p>Small group interventions with identified pupils to receive interventions to identify and respond to gaps in learning including phonics.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2 and 4</p>

<p>Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged.</p>	<p>Evidence shows that intensive tuition in small groups is an effective strategy to ensure effective progress to support lower attaining learners or those who are falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4</p>
<p>Invest in an oral language and vocabulary development tool to improve English proficiency and vocabulary skills, especially for those with limited oral language and vocabulary. This is for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

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

Budgeted cost: £91,932.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children's pastoral (physical and emotional welfare needs) met by Child & Family Support Officer and outside agencies to support mental health and well-being in school.</p> <p>Support children with behaviour, attachment issues and emotional needs through positive behaviour procedures, rewards and ELSA, SEBDOS and ED psychologist sessions.</p>	<p>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>Parents/carers provided with support and strategies from</p>	<p>The EEF states that parental engagement can add four months of</p>	<p>5</p>

<p>SENDCo, CFSSO and outside agencies (SEBDOS) in order for parents to have the tools to support children with emotional and behavioural needs at home.</p>	<p>progress to a child's learning. They also suggest that the biggest impact in when the children are in EYFS and will be closely associated with children's subsequent academic success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Provision for necessary resources (such as school uniform, access to breakfast club and books) for families who are struggling to provide these themselves.</p>	<p><u>New research</u> by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.</p> <p>https://ifs.org.uk/publications/8714</p>	5
<p>Attendance officer to consistently monitor attendance and work with SLT, CFSSO and outside agencies to provide additional support for families where attendance is a concern.</p>	<p>Research over the years has shown that children with higher absence are more likely to achieve lower grades at the end of KS2 and KS4. Also, children with persistent absence are less likely to stay in education.</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	6
<p>Provide disadvantaged children with the opportunity to take part in extracurricular activities and skills building provision to develop social and emotional skills.</p> <p>Children will develop 9 personal life skills (listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork) that have direct links to the success of motivation and success in physical exercise and personal development.</p>	<p>The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5

Contingency fund for acute issues.	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.	All
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Total budgeted cost: £ 195,200

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 2022 to 2023 academic year.

The use of the pupil premium grant (PPG) to support academic attainment and progress has been used in both teacher intervention and small group teaching. This additional support has been successful in ensuring pupils' core skills are strengthened.

A number of our PP children are also vulnerable, therefore our provision targets all vulnerable children (PP/SEND). CPD was provided to teachers and support staff on how to identify gaps in learning and how to plan for missed learning. As a result of the CPD and training, we implemented pre-teach/precision teaching for our SEND/PP children in KS1 and lower KS2 to ensure these targeted children have a strong foundation before moving on to the next stage of their learning. To support their learning in class we simplified explanations for low PP children, and had more emphasis on vocabulary/oral language in context at the beginning of a unit. To further target the PP children in year 2, the year group streamed in reading and maths. This reflected the good practice that already occurred in KS2. Due to the mobility and in year conversion of our PP children, we reviewed our targets half termly and provided provision where needed to ensure year groups achieved end of year targets. These targets were also linked to teachers' performance management. These discussions took place in PPMs and 1:1 meetings with the year team leader and SLT where PP children's progress was discussed first. These meetings were also used as a coaching opportunity for middle leaders to understand how to support teachers to meet the needs of target PP children. SLT and middle leaders rigorously monitored PP children, conducting learning walks, book looks and pupil interviews. As a result, the provision for our PP children was changed to suit the individual needs of each PP child. We also provided extra study books to support their learning at home and we worked closely with other Federation school to identify good practice and implemented in our own school.

Additional support was embedded through teacher and TA booster groups, across targeted year groups. As EEF research suggests, these small group and 1:1 tuition sessions, as well National Tutoring Programme aimed at PP children, had great impact with our most vulnerable children. Feedback from teachers indicated that these sessions allowed them to directly address any gaps recognised from whole class sessions and also gave an opportunity to pre teach future topics. Summative assessment, and assessment for learning during lessons was also successfully used to identify gaps in learning which were addressed in whole class teaching and targeted support.

PP children in year 6 made good progress from their baseline and exceeded National Average results in all areas:

Subject	Autumn Baseline	End of Year 6	National Average for PP 2023
Reading	24%	71%	60%

Writing	12%	71%	58%
Maths	16%	68%	59%
Grammar	28%	71%	N/A
Combined	4%	54%	44%

The gap between our 'All' and 'PPG' has narrowed compared to their baseline.

The remaining Year groups across the school experienced similar positive progress from their Autumn assessment point and their final Summer assessment point.

	Year 1	Year 2	Year 3	Year 4	Year 5
Reading – Aut (exp+)	65%	77%	75%	55%	70%
Reading – Sum (exp+)	81%	93%	100%	67%	86%
Writing – Aut (exp+)	65%	77%	65%	50%	65%
Writing – Sum (exp+)	81%	93%	82%	59%	86%
Maths – Aut (exp+)	65%	77%	75%	55%	70%
Maths – Sum (exp+)	88%	86%	100%	67%	86%

Our Pupil Premium children in Reception were successful, with 85% achieving a Good Level of Development (GLD). This was a particular positive highlight for our Foundation Stage given one of our contextual challenges in our locality is that children join us with a low starting point which we support accordingly within our provision. 88% of PP children passed the year 1 phonics check. This was due to the extra CPD, interventions and resources purchased to support the Read Write Inc programme. Our PP children also benefitted from extra pastoral and behaviour support. As a result, children came to school ready to learn and parent/carers were signposted and provided support when needed. Additional support was provided to meet the emotional and behavioural needs of children. This included in school support and use of outside agency support, such as SEBDOS and Educational Psychologists. We invited PP children to attend our breakfast club as well as offering uniform and stationery, and supplementing the cost of trips. Opportunities were provided for PP children to take part in extra curricular activities as well as provision to build life skills. We also implemented a whole school attendance drive giving prizes to children attending school every day to encourage children to meet their full potential by attending school regularly.

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
n/a	n/a