

Pupil premium strategy statement – Eltham CE 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	449 (including 33 Nursery)
Proportion (%) of pupil premium eligible pupils	53 children = 12% Excluding nursery = 13%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Maryanne Boon
Pupil premium lead	Laura Gibbs
Governor / Trustee lead	Celia Niven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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>	£83,640

Part A: Pupil premium strategy plan

Statement of intent

At Eltham Church of England Primary School, we are committed to using Pupil Premium funding effectively to ensure equality of opportunity for all our pupils. Our aim is to enable disadvantaged pupils, regardless of their starting points, to make strong progress and achieve their full potential.

We recognise that barriers to learning can be academic, social and/or emotional. As such, our Pupil Premium strategy focuses on addressing these barriers through high-quality teaching, targeted interventions, and pastoral support. These approaches are designed to support pupils' wellbeing, develop resilience, and build the confidence needed to approach learning positively.

Through our daily practice, we identify gaps in attainment and progress and implement evidence-based strategies to close these gaps. Funding is used to remove barriers to learning, ensuring that all pupils have access to the resources, experiences and support required to achieve the best possible outcomes.

Our ultimate aim is for pupils to leave Eltham Church of England Primary School well prepared for the next stage of their education, equipped with the skills, knowledge and attitudes necessary for success in secondary school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance and punctuality – closing the gap between the attendance and punctuality between disadvantaged and non-disadvantaged pupils.</i>
2	A large percentage of the children in receipt of pupil premium funding have barriers to learning, including social communication, cognition and learning or sensory/physical needs.
3	Limited parental engagement with the school, both academically and socially. This can affect support for learning at home, communication between home and school, and pupils' confidence and engagement within the school community.
4	Observations and discussions with pupils and families have identified social and emotional issues disproportionately affect children in receipt of pupil premium funding. These challenges can have an impact on attendance and attainment.

5	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
6	Children in receipt of pupil premium funding do not have the same access to enrichment opportunities beyond those offered within the scope of the national curriculum, compared to those not in receipt of the funding.

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
1. Attendance of the children in receipt of the pupil premium funding improves, with a target of 96%, ensuring that the children are in school for the maximum amount of learning time possible.	Average attendance of children in receipt of pupil premium funding will be at least 96% Parents are better able to communicate the specific reasons for absence with the school office.
2. Adaptive teaching and intervention programmes in place to support those children in receipt of the funding, who also have additional and special educational needs. This includes a carefully adapted curriculum, adult support (including 1:1) and small group work.	Children are able to access the curriculum to achieve the learning outcomes alongside their peers who are not in receipt of the pupil premium funding. Evidence of this will be seen in learning walks, during book looks
3. School and parents work in collaboration, improving the children's confidence both educationally and socially.	Parents will feel supported by the school and will therefore feel better-equipped to support their children at home. Children will perform better in school in all aspects of the school day. Improved progress across the curriculum. Positive feedback from parent and pupil voice.
4. To achieve and sustain improved wellbeing for all pupils in our school. To support the children to develop skills and strategies to employ when they are faced with social and emotional difficulties.	Parent and pupil voice will reflect the intended outcome. Children will be able to approach difficulties in a positive and proactive manner.
5. Improved oral language skills and vocabulary among disadvantaged pupils. All adults working with the children, particularly those in EYFS and KS1 are aware of the importance of oracy and how this impacts on progress and attainment across the curriculum. Specific emphasis and teaching on language and vocabulary acquisition and development.	Children are better able to articulate their thoughts both inside and outside of the classroom. Assessments, observations and discussions indicate significantly improved oral language amongst disadvantaged pupils. Feedback from SALT. Improved engagement in lessons. Evidence in books, learning walks and assessments.

6. Children in receipt of the pupil premium funding have equal opportunity to access enrichment opportunities, beyond the offer of the national curriculum, the same as their non-pp counterparts.	All children have equal opportunity to attend paid clubs. Opportunities to develop the children's cultural capital are planned into the curriculum, including experiences that are not directly linked to the learning, but that are beneficial for the children to attend in order for them to have the same experiences as their peers who are not in receipt of the funding.
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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: £ 40500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teachers will use adaptive teaching across the curriculum, ensuring a close match to individual and small group needs, planning in additional adult support accordingly.</i> PIVATs SONAR tracking software Ongoing CPD for teachers and support staff.	Effective use of differentiation can help to increase students' motivation, academic achievement and constructively build on students' previous knowledge (Munro, 2012 and Konstantinou-Katzi, 2013). "Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae & Stack-Cutler, 2008).	2
Subject leader release time for regular monitoring and learning walks with a focus on ensuring the pp children are accessing learning across all subjects	Driving improvement in the quality of teaching and learning by continuing to ensure all pupils have access to quality first teaching.	2

Assessment data analysis using the Sonar tracking Pupil progress data	Effective use of differentiation can help to increase students' motivation, academic achievement and constructively build on students' previous knowledge (Munro, 2012 and Konstantinou-Katzi, 2013). "Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae & Stack-Cutler, 2008).	2,3
Recruitment of high-quality teachers to cover maternity leave and staff absence to ensure the continuity of learning for the children.	Ensuring children have access to consistent, high-quality teaching and learning, with minimal disruption to learning, particularly in the absence of staff members. Recruiting, Retaining, and Supporting Teachers: Key Findings - EEF	1,2,3,4
To enhance and extend the quality and accessibility of home learning through the use of online platforms - TTRS	Pupils are able to access the online learning platforms at home and are engaging. Parents are also able to support the children with their learning outside of school. EEF – Parent Ping	2,3

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

Budgeted cost: £ 26860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted interventions, especially for those children with pupil premium, who are identified as having low progress or attainment.	Education Endowment Foundation (EEF): Small Group Tuition Sutton Trust: Pupil Premium Strategies	2,3,4,5
Specifically tailored interventions for SEND and PP pupils who are under achieving or	EEF: Metacognition & Self-Regulation (High-Impact Strategy)	2,3,4,5

struggling with self-regulation.	EEF: Closing the Disadvantage Gap – Self-Regulation is Especially Impactful for Disadvantaged Learners	
<i>Additional booster sessions before/after school for Year 6 children, particularly those identified as having disadvantage, to help them in the preparation for SATs and the transition to secondary school.</i>	UK Government / DfES Evidence (National Literacy and Numeracy Strategy)	1,2,3,4,5
<i>Early intervention to target language acquisition in EYFS to increase understanding of vocabulary as well as expressive and receptive language skills, in turn supporting all areas of the curriculum.</i>	Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds. EEF	2,3,4,5,6
<i>Nessy reading and spelling programme</i>	Our Expert Research - Nessy	2,3,4,5

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

Budgeted cost: £ 16280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Gardening Club – providing children with more opportunities to be outdoors and to participate in outdoor exploratory learning.</i>	Gardening Improves Health, Wellbeing, and Learning Outcomes A major realist synthesis published in <i>Nutrients</i> (2023) reviewed 24 school gardening interventions and found: - School gardening leads to improved health and wellbeing outcomes, including better dietary habits, increased physical activity, improved BMI, and enhanced overall well-being in school-aged children. - Positive outcomes were linked to experiential outdoor learning, hands-on exploration, and	1,2,3,4,5,6

	embedding garden-based activities within the curriculum. High Quality Outdoor Learning (2025)	
<i>After school clubs offering a wide range of enrichment opportunities, with places for children in receipt of pp funding being subsidised.</i>	Nuffield Foundation Research: After-School Clubs Benefit Disadvantaged Children	1,2,3,4,5,6
<i>Home School Link Worker / Counsellor supporting children and their families</i>	Home–School Link Workers improve family engagement, attendance, and home learning Research from the Centre for Emotional Health outlines the importance of HSLWs: • HSLWs build partnerships between parents and school staff, which are <i>fundamental</i> for improved educational outcomes. • They help parents who may feel excluded from school environments, offering practical advice, emotional support, and capacity-building so families can better support learning at home. • Benefits of strong home–school partnerships include increased attendance and an enhanced home learning environment. These findings directly support funding an HSLW to remove family-based barriers to engagement. Centreforeemotionalhealth.com	1,3,4
<i>Studybugs subscription – encouraging parents to engage more positively with school with regard to communicating reason for absences and encouraging better attendance for the pupils.</i>	Studybugs.com	1,3
<i>Class trips and residential school trips offering equality of opportunity for enrichment activities for all children.</i>	Residential Trips Reduce Inequality and Provide Essential Enrichment Centre for Education and Youth (CfEY)	3,4,5,6

<i>Extend parental engagement initiatives to support parents and carers e.g. inviting them in to class collective worships, workshops run by staff for the parents etc.</i>	Parental Engagement Improves Academic Outcomes (+4 months progress) The Education Endowment Foundation (EEF)	3
<i>Emotional Literacy Support (ELSA) provision for social, emotional and mental health needs.</i>	The ELSA network	1,4,5

Total budgeted cost: £ 83640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Review 2024–2025

At Eltham Church of England Primary School, our use of Pupil Premium funding is guided by our commitment to ensuring every child—regardless of background—flourishes academically, socially and emotionally. This year, we focused on four key priorities: Writing, Language & Communication, Adaptive Teaching, and Social, Emotional & Wider Opportunity Support, with strong progress seen across all areas.

Strengthening Writing Outcomes

We embedded high-quality teaching approaches, including the CUSP curriculum and the 4-phase writing model, to improve structure, vocabulary and independence in writing. Targeted support and the introduction of new scaffolds helped disadvantaged pupils access learning more effectively. Enrichment events such as National Storytelling Week further increased engagement and confidence.

Improving Language and Early Communication

All Nursery and Reception pupils received WellComm screening, ensuring early identification of speech and language needs. Targeted interventions delivered by specialist staff led to accelerated progress, particularly for Pupil Premium pupils. Structured classroom talk and explicit vocabulary teaching strengthened communication skills across EYFS and KS1.

Embedding Adaptive Teaching and Targeted Interventions

Through focused CPD and strengthened classroom routines, teachers implemented more effective scaffolding, modelling and responsive teaching. Precision-based interventions and improved deployment of SEND Lead TAs supported personalised learning for disadvantaged pupils, especially those with SEND or additional vulnerabilities.

Enhancing Wellbeing, Inclusion and Attendance

We expanded access to pastoral and wellbeing support, including ELSA sessions, nurture groups and targeted help through our Family Support Worker. All Pupil Premium pupils were supported to participate fully in trips, clubs, residential and music tuition. Strengthened attendance procedures and early intervention helped improve consistency of attendance among disadvantaged learners.

Impact

As a result of these combined approaches, Pupil Premium pupils made demonstrable gains in writing quality, oral language confidence, classroom engagement and emotional readiness to learn. Increased access to enrichment and wellbeing provision ensured disadvantaged pupils experienced a broad, balanced and inspiring curriculum. Attendance improved for many PP pupils, and families received earlier, more targeted support.

90% of Disadvantaged pupils achieved the expected standard compared to 88% non-disadvantaged. This was significantly above National of 59% for disadvantaged pupils. These build on 2023/24 end-of-KS2 outcomes of 89%.

89% of Disadvantaged achieved the expected standard + in Reading, Writing, Maths Combined compared to 86% non-disadvantaged. This was significantly above the National of 45% for disadvantaged pupils. These build on 2023/24 end-of-KS2 outcomes of 64%.

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