

James Elliman Academy: Pupil Premium Strategy Statement 2025-28

This Pupil Premium Strategy Statement has been prepared using the Department for Education's (DfE) official template for Pupil Premium strategy statements, ensuring alignment with government guidance and reporting requirements.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	James Elliman Academy
Number of pupils in school	666 (*including number of children in nursery)
Proportion (%) of pupil premium eligible pupils	18% 118 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
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	£192,405
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£192,405
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

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 Pupil Premium strategy is developed through a collaborative approach, ensuring it is informed by a wide range of expertise and insights. In line with Department for Education guidance, we consult with key external partners during the strategy development phase. This may include, but is not limited to, engaging with our Virtual School Head for advice on supporting looked-after and previously looked-after children, when needed, as well as seeking input from other relevant agencies and educational professionals. This collaborative process ensures our strategy is comprehensive, responsive to the specific needs of our disadvantaged pupils, and uses best practices.

An element of our Pupil Premium strategy is the effective and timely identification of our disadvantaged pupils' specific needs. We achieve this through ongoing formative and summative assessments across all year groups. This identification process ensures that our understanding of each pupil's barriers to learning is precise, allowing us to tailor interventions and support with maximum impact. Resources are strategically allocated, including investment in high-quality assessment tools and professional development for staff, to ensure we accurately pinpoint areas requiring additional support, thereby maximising the impact of our Pupil Premium funding.

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.

Our Pupil Premium Strategy is underpinned by a implementation and monitoring framework, ensuring the effective delivery and sustained impact of our chosen approaches. We commit to ensuring that all targeted interventions and wider strategies are coherent with our broader curriculum. Collective responsibility for the success of our disadvantaged pupils is fostered through ongoing professional development for all staff, emphasising the importance of high-quality teaching for every child. We will continuously monitor the impact of our activities through a clear data collection schedule, utilising both qualitative and quantitative measures to track pupil progress, engagement, and well-being. This includes regular data drops, pupil voice, learning walks, and scrutiny of pupil work. Data will be reviewed at leadership, year group and pupil progress meetings, allowing for timely adjustments and refinements to our provision, ensuring resources are effectively deployed to meet evolving pupil needs.

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.

Evaluation is an ongoing and integral part of our Pupil Premium strategy, enabling us to assess the impact of our spending and ensure improvements for disadvantaged pupils. We collect and analyse a range of data, including academic progress, attendance rates, engagement in enrichment activities, and pupil voice, to measure the effectiveness of our teaching, targeted support, and wider strategies. This data is regularly reviewed by the leadership team, governors, and relevant staff, allowing for timely adjustments and

evidence-informed decision-making. Through this cycle of planning, implementation, monitoring, and evaluation, we aim to maximise the impact of the Pupil Premium funding, ensuring it translates into sustained benefits for our disadvantaged pupils.

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 2027/28 will show that disadvantaged pupil attainment will be consistently in line with National average and with non-disadvantaged pupils.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 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 2027/28 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 2027/28 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: £52,152.29

Activity	Evidence that supports this approach	Challenge number(s) addressed

<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>Use additional resources in core subjects to scaffold learning to ensure access to the curriculum for all abilities</p>	<p>The EEF says that carefully selected resources can enhance learning and help children to make the required progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm</p>	<p>1, 2, 3 and 4</p>

	_campaign=site_search&search_term=digit	
Purchase of phonics resources to embed a DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Effective screening 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. To plan targeted intervention and strategies to address this.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £33,669.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers/HLTA led tuition with identified pupils to receive interventions to identify and respond to gaps in learning.	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. https://educationhub.blog.gov.uk/2020/12/08/how-the-national-tutoring-programme-can-help-students/	1, 3 and 4
Small group interventions with identified pupils to receive interventions to identify and respond to	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 3 and 4

<p>gaps in learning including phonics.</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>Assessment and support of speech and language development to improve communication skills, especially for those with limited speech and language skills. This is for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>To support disadvantaged pupils with limited spoken language skills, evidence-based interventions can significantly enhance speech and language development. Research highlights the following key approaches and insights. Effective strategies include early screening tools to identify speech and language needs and the provision of targeted support.</p> <p>https://researchbriefings.files.parliament.uk/documents/CDP-2018-0163/CDP-2018-0163.pdf</p>	1
<p>To identify and address learning gaps among disadvantaged pupils, enabling targeted interventions and support to enhance educational outcomes by using comprehensive assessment tools designed to diagnose learning gaps in core subjects.</p>	<p>Schools demonstrating success in narrowing learning gaps use summative assessments to identify barriers to learning. These schools deploy trained staff to provide evidence-based interventions aligned with assessment results, ensuring that disadvantaged pupils receive high-quality instruction that matches their needs</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p>	1 and 4

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

Budgeted cost: £106,583.38

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>	5
<p>Parents/carers provided with support and strategies from SENDCo, CFSO and outside agencies (SEBDOS) in order for parents to have the tools to support children with emotional and behavioural needs at home.</p>	<p>The EEF states that parental engagement can add four months of progress to a child's learning. They also suggest that the biggest impact is 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>	5
<p>Provision for necessary resources (such as school uniform, equipment: such as pencils, white board pens, 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, CFSO and outside agencies to provide additional support for</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</p>	6

<p>families where attendance is a concern.</p>	<p>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>	
<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
<p>Create a more engaging and beneficial play experience for disadvantaged children, leading to increased physical activity, improved social skills, enhanced creativity and imagination, and a more positive attitude towards school.</p>	<p>Research from Education Endowment Foundation (EEF) shows that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF</p>	5
<p>To enhance the educational experience and support the holistic development of disadvantaged pupils by investing in broader curriculum resources and equipment.</p>	<p>Research from Education Endowment Foundation (EEF) shows that access to diverse curriculum resources and equipment can increase pupil engagement and motivation, particularly among disadvantaged pupils.</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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

Total budgeted cost: £192,405

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.

Our school's strategic use of the Pupil Premium Grant (PPG) has been pivotal in significantly boosting the academic attainment and progress of our most vulnerable learners, laying a strong foundation for our overall school success. We've implemented a comprehensive, integrated approach that includes dedicated teacher intervention, in-class small group support, and ongoing professional development (CPD). This multifaceted strategy has demonstrably strengthened pupils' fundamental skills and elevated their overall academic achievements. Furthermore, our structured Pupil Progress Meetings (PPMs) and sessions between year group leaders and senior leaders offer crucial platforms for discussing targeted support for teachers, thereby enhancing the overall effectiveness of our approach and driving sustained improvement across the school.

Crucially, adult-led intervention and focused small group teaching have been key to pinpointing and closing individual learning gaps. This support ensures that Pupil Premium children receive the necessary attention to consolidate their core abilities, particularly in English and Maths. Our implementation of pre-teach and precision teaching methodologies for SEND and Pupil Premium children in Key Stage 1 and early Key Stage 2 has laid a solid groundwork, empowering these pupils to confidently advance in their educational journey. Notably, in Reception, 72% of our Pupil Premium children achieved a Good Level of Development (GLD). This is a significant accomplishment, especially considering the challenging starting points many of these children present, which our tailored provision successfully addresses.

Training for our teachers and support staff on pinpointing learning gaps and strategising for missed content has been absolutely vital. This professional development has equipped our team to provide top-notch, flexible teaching, making sure every student can keep up with the curriculum. We've seen particular benefits for our lower-ability Pupil Premium children by focusing on straightforward explanations and boosting vocabulary and oral language at the start of new topics. What's more, additional CPD, specific interventions, and resources bought for the Read Write Inc programme meant that 100% of our Pupil Premium children successfully passed the Year 1 phonics check, a clear testament to the impact of our dedicated training.

To increase maths attainment to meet age-related expectations, we have strategically deployed targeted maths interventions and in-class small group teaching. This dedicated support is crucial in enabling our disadvantaged pupils to effectively bridge any learning gaps. The performance of our Year 4 Pupil Premium children in the multiplication check stands as clear evidence of these initiatives' success. Their average score significantly improved from a baseline of 13 to an impressive 22. This notable achievement was greatly facilitated by the integration of Chromebooks, dedicated multiplication lessons, and precisely targeted support.

The provision of extra study books for Year 6 children has expanded learning opportunities beyond the classroom, encouraging sustained academic engagement and reinforcement. This has been reflected in the SATs results our Pupil Premium children achieved this academic year, where the year group has shown significant gains from their starting points.

Subject	Autumn Baseline	End of Year 6 Result	National Average for PP 2024
Reading	19%	79%	63%
Writing	6%	74%	59%
Maths	13%	77%	59%
Grammar	23%	85%	59%
Combined	3%	71%	46%

The strategic integration of teacher and Teaching Assistant (TA) intervention sessions, alongside robust in-class provisions and scaffolds, has profoundly impacted our most vulnerable pupils. This approach, firmly rooted in high-quality first teaching, has proven highly effective. Feedback from teachers consistently highlights how these interventions directly address learning gaps and prepare pupils for future topics.

Recognising the additional vulnerabilities of many Pupil Premium (PP) children, our strategy has effectively targeted support to meet the diverse needs of both PP and SEND students. This holistic approach ensures that all vulnerable children receive comprehensive support tailored to their unique requirements, including additional pastoral and behaviour support to ensure they come to school ready to learn. Furthermore, emotional and behavioural needs were comprehensively met through in-school support and collaboration with external agencies such as SEBDOS and Educational Psychologists, with support also extended to parents and carers, who were signposted to necessary resources and assistance. This comprehensive system ensures children are emotionally and mentally prepared for learning.

Inviting Pupil Premium (PP) children to our breakfast club, offering uniform and stationery, and subsidising trips have effectively removed significant barriers, ensuring full participation in school life. Opportunities for PP children to engage in extracurricular activities, including VR events, and develop life skills have greatly enriched their educational experience. These are unique experiences, such as virtual explorations of historical sites or places, that children might not access at home due to the need for specialised equipment or organised group activities. Enhanced enrichment, like author visits, increased sporting opportunities, school trips, and whole-school events such as Numeracy and Diversity Day, have profoundly boosted social and emotional skills, positively impacting behaviour, mental health, and well-being. Additionally, family support has been strengthened to enhance parental capacity to support their children.

A whole-school attendance drive, supported by prizes for regular attendance, has been highly effective in encouraging consistent school attendance, which is essential for maximising academic potential. The dedicated work of our Attendance and Family Support Officer has been crucial in improving attendance, providing targeted support to families and addressing barriers to regular school attendance. Furthermore, class teachers actively call parents to ensure pupils attend regularly; these calls play a vital role in building strong relationships with parents and are a key reminder of the

importance of regular attendance for their children's education, reinforcing our commitment to consistent presence in school.

Our school's Pupil Premium strategy has driven significant academic progress for our most vulnerable learners. By combining targeted interventions, in-class provisions, and staff professional development, we've created a thriving environment. Key successes include 100% of PP children passing the Year 1 phonics check, a remarkable increase in Year 4 PP multiplication scores from a baseline of 13 to 22, and significant gains in Year 6 SATs results reflecting excellent learning. We've actively removed barriers through enrichment activities, including unique VR events, breakfast club access, uniform support, and subsidised trips, ensuring full participation in school life. Our whole-school attendance drive, supported by our Attendance and Family Support Officer and proactive teacher calls, further reinforces the importance of consistent attendance, which is vital for academic potential.

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