

# James Elliman Academy: Pupil Premium Strategy Statement 2026-29

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                                                                                    | 703 (*including number of children in nursery) |
| Proportion (%) of pupil premium eligible pupils                                                               | 19% 134 children                               |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2026-2029                                      |
| Date this statement was published                                                                             | September 2026                                 |
| Date on which it will be reviewed                                                                             | September 2029                                 |
| 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                                                                                                                         | £175,150 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £175,150 |

# 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. | <p>Sustained high levels of social, emotional skills, wellbeing and mental health demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parental surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities to develop social and emotional skills, particularly among disadvantaged pupils</li> </ul>                                                       |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                      | <p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>- 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%.</li> <li>- 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.</li> </ul> |

## 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: £50,224.93**

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

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Improve teaching through professional development (CPD), training and support for all staff (including early career teachers).                                                                                                    | 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.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> | 1, 2, 3 and 4. |
| 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.                                                                   | 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.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>                                                                                                                                                                                                           | 3 and 4        |
| SLT and middle leadership monitoring of teaching and learning throughout the school and offer coaching and mentoring to measure the impact of that.                                                                               | Support for teachers can have a positive impact on the teacher level outcomes thus having a positive impact on children's learning and outcomes.<br><br><a href="https://schoolleaders.thekeysupport.com/staff/cpd/develop-leaders/developing-middle-leaders/">https://schoolleaders.thekeysupport.com/staff/cpd/develop-leaders/developing-middle-leaders/</a>                                                                                                                                                                                                    | 2, 3, and 4    |
| 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. | The Sutton Trust suggests that additional resources especially for reading can significantly increase children's progress in reading.<br><br><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf</a>                                                                                                                                                                                                                                                             | 1              |
| Use additional resources in core subjects to scaffold learning to ensure access to the curriculum for all abilities                                                                                                               | The EEF says that carefully selected resources can enhance learning and help children to make the required progress.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm</a>                                                              | 1, 2, 3 and 4  |

|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |   |
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|                                                                                                                                                                                                                                                  | <a href="#">_campaign=site_search&amp;search_term=digit</a>                                                                                                                                                                                                                                                               |   |
| 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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                     | 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.<br><br>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:<br><br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 |

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

**Budgeted cost: £33,711.57**

| 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.<br><br><a href="https://educationhub.blog.gov.uk/2020/12/08/how-the-national-tutoring-programme-can-help-students/">https://educationhub.blog.gov.uk/2020/12/08/how-the-national-tutoring-programme-can-help-students/</a> | 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                 |

|                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
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| gaps in learning including phonics.                                                                                                                                                                                                        | <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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>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><a href="https://researchbriefings.files.parliament.uk/documents/CDP-2018-0163/CDP-2018-0163.pdf">https://researchbriefings.files.parliament.uk/documents/CDP-2018-0163/CDP-2018-0163.pdf</a></p>                                                                                                                                             | 1       |
| 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>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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p> | 1 and 4 |

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

**Budgeted cost: £91,213.50**

| Activity                                                                                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 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.<br>Support children with behaviour, attachment issues and emotional needs through positive behaviour procedures, rewards and ELSA, SEBDOS and ED psychologist sessions. | 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.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                | 5                             |
| Parents/carers provided with support and strategies from SENDCo, CFSSO and outside agencies (SEBDOS) in order for parents to have the tools to support children with emotional and behavioural needs at home.                                                                                                                                    | 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.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> | 5                             |
| 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.                                                                                                                                        | <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.<br><br><a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a>                                                                                                                     | 5                             |
| Attendance officer to consistently monitor attendance and work with SLT, CFSSO and outside agencies to provide additional support for                                                                                                                                                                                                            | 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                                                                                                                                                                                                                                                                                                                                | 6                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| families where attendance is a concern.                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>absence are less likely to stay in education.</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>                                                                 | 5 |
| 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>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. 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><a href="#">Social and emotional learning   EEF</a></p> | 5 |
| To enhance the educational experience and support the holistic development of disadvantaged pupils by investing in broader curriculum resources and equipment.                                                                                                                                                                                                                                                                                            | <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 |

|                                    |                                                                                                                                                                                                                                       |     |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                    | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> |     |
| 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: £175,150**

## 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 2025 to 2026 academic year.

During the 2025/2026 academic year, strategic investment of Pupil Premium (PP) funding delivered noticeable impact by closing learning gaps, driving academic attainment across core subjects, and systematically removing non-academic barriers for disadvantaged pupils. Representing 20% of the school population, disadvantaged pupils achieved exceptional gains from their starting points.

By combining evidence-based quality first teaching, targeted small-group interventions, structured staff development, and holistic pastoral support, disadvantaged pupils across James Elliman Academy made significant progress from their starting points. Crucially, Key Stage 2 outcomes for disadvantaged pupils exceeded national averages across all core assessment areas, with significant proportions of pupils achieving the Greater Depth standard.

#### Performance and Academic Outcomes

The table below details statutory assessment outcomes, highlighting the direct academic impact for Pupil Premium pupils relative to whole-school performance and national benchmarks:

| Subject                      | Whole School (All) | Pupil Premium (PP) | National Average |
|------------------------------|--------------------|--------------------|------------------|
| EYFS GLD                     | 77%                | 63%                | —                |
| Year 1 Phonics               | 93%                | 90%                | —                |
| Year 4 MTC (Mean Score)      | 24 / 25            | 24 / 25            | —                |
| Year 4 MTC (% Scoring 25/25) | 73%                | 65%                | —                |
| Year 6 Reading (EXS+)        | 92%                | 81%                | 75%              |
| Year 6 Reading (GD)          | 49%                | 63%                | —                |
| Year 6 Writing (EXS+)        | 87%                | 81%                | 73%              |
| Year 6 Writing (GD)          | 28%                | 44%                | —                |
| Year 6 Maths (EXS+)          | 89%                | 88%                | 75%              |
| Year 6 Maths (GD)            | 49%                | 69%                | —                |
| Year 6 SPAG (EXS+)           | 92%                | 88%                | 74%              |
| Year 6 SPAG (GD)             | 42%                | 50%                | —                |
| Year 6 Combined (EXS+)       | 82%                | 75%                | 63%              |
| Year 6 Combined (GD)         | 19%                | 31%                | —                |

Key Stage 2 outcomes for disadvantaged pupils demonstrated strong attainment, with 75% achieving the Combined Expected Standard (EXS+) in Reading, Writing, and Maths, significantly surpassing the national benchmark of 63%. A notable proportion of disadvantaged pupils attained the Greater Depth (GD) standard across all core areas, outperforming whole-school averages in Reading GD (63% compared to 49%), Writing GD (44% compared to 28%), Maths GD (69% compared to 49%), SPAG GD (50% compared to 42%), and Combined GD (31% compared to 19%). Strong progress was equally reflected in early foundational stages; 90% of Pupil Premium pupils passed the Year 1 Phonics Screening Check, built on the delivery of the Read Write Inc phonics framework, while 63% secured a Good Level of Development (GLD) in EYFS. In the Year 4 Multiplication Tables Check (MTC), Pupil Premium pupils achieved a mean score of 24 marks out of 25 - matching the overall school average - with 65% reaching a full score of 25/25.

Quality first teaching and early, targeted identification formed the foundation of our academic provision throughout the year. Leadership placed importance on monitoring and supporting cohorts with a high crossover between Pupil Premium and Special Educational Needs (SEND). Through tailored scaffolding, pre-teaching, and precision teaching, these pupils received direct support to overcome learning barriers and make progress from their starting points. Professional development remained central to this success; staff engaged with Slough hub training on Metacognition and Cognitive Overload, allowing teachers to effectively adapt tasks for the bottom 20% of learners and Pupil Premium pupils. Furthermore, professional development was ongoing throughout the year, with teachers continuously reflecting on their own subject knowledge and pedagogical practice to refine classroom delivery. Rigorous accountability was maintained through regular learning walks, book scrutinies, pupil voice interviews, and termly Pupil Progress Meetings (PPMs), ensuring all targeted interventions directly aligned with individual learning gaps.

Wider strategy spending successfully addressed non-academic barriers, ensuring disadvantaged pupils were supported, emotionally prepared, and ready to learn. Pupil Premium funding removed financial obstacles to learning by providing subsidised school trips, essential stationery, uniform support, and places at breakfast club. Active participation in whole-school events—including Diversity Day, Numeracy Day, and World Book Day—fostered a strong sense of school belonging and engagement across the wider curriculum. Restructuring lunchtime play resulted in positive changes in pupil behaviour and safety; feedback confirmed children felt safer, more included, and better supported, creating a positive climate that carried over into afternoon learning. Direct pastoral interventions by the Child & Family Support Officer (CFSO), ELSA support, and specialist services (SEBDOS and Educational Psychologists) improved pupils' emotional resilience and engagement. Consistent attendance was driven through a whole-school approach, combining direct parent outreach by class teachers with targeted interventions from the Attendance Officer.

## 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      |