



Elmsleigh
INFANT & NURSERY SCHOOL

Grow to be the best we can be

Pupil Premium Report

Written: September 2025

To be reviewed: September 2026

Policy Owner: Jodie Bailey (Head of School)

Ratified: Mrs Nicola Price (Executive Headteacher)



Pupil premium Strategy Statement Elmsleigh Infant and Nursery School

This statement details our school's use of pupil premium funding to help improve the achievement 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	Elmsleigh Infant and Nursery School
Number of pupils in school	147 (September 2025)
Proportion (%) of pupil premium eligible pupils	52% (September 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	Nov 2025, Oct 2026, June 2026
Statement authorised by	Nicola Price
Pupil premium lead	Jodie Bailey
Governor / Trustee lead	David Symons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Mental health grant	£1,515 x 76 pupils = £115,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium plus	£2,630 x 2 pupil = £5,260
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,400

Part A: Pupil premium strategy plan

Statement of intent

At Elmsleigh Infant school our intention is for every single child is to grow to be the best they can be, ensuring that all of our pupils come to school every day, are emotionally resilient and can hold control for their own behaviour and wherever possible achieve the national expected standards across the curriculum and achieve.

Therefore, during 2025-2026 we will use pupil premium funding for:

- Increasing the amount of pupils (especially those who receive PP) who can achieve GLD at the end of Reception. 2024-2025 30% for all pupils; 14% for pupils with SEN, 64% pupils with no SEN and 32% for pupils who receive PP
- Increasing the amount of pupils (including those who receive PP) who achieved expected standard in the phonic screening test. In year 1 2024-2025 39% for all pupils; 11% for pupils with SEN, 65% pupils with no SEN and 22% for pupils who receive PP.
- Increasing the amount of pupils (including those who receive PP) who achieved expected standard in reading in the optional KS1 SATs 2024-2025 33% for all pupils
- Increasing the amount of pupils (including those who receive PP) who achieved expected standard in writing in the optional KS1 SATs 2024-2025 13% for all pupils
- Supporting pupils and families to increase overall pupil outcomes. In July 2025, 10 out of 152 were on Child protection plans. The school's IDACI rank is 6,633 out of 32,844, placing it in the top 30% of the most deprived areas in the UK. Income Deprivation Affecting Children Index (IDACI) Local Deprivation Levels show that approximately 34% of families reside in the top 23% of deprived areas, with an additional 10% in the top 10%.
- Teaching our pupils how to emotionally regulate and hold control of their behaviour, through the zones of regulation and intensive Thrive Support.
- To increase overall attendance and decrease persistent absence for all pupils. Overall attendance in 2024-2025 was 90.7% with persistence absence 37.4%
- It is important that we continue to give our pupils the opportunities to develop their cultural capital, to give pupils first hand experiences to ensure that new learning sticks.

Challenges

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

Challenge number	Detail of challenge
1	As highlighted in the Oxford language report 2023, 4 out of 10 pupils nationally have fallen behind in their vocabulary development. Therefore, it is essential that we prioritise the development of language amongst our pupils, raise the importance of this with parents and train our staff to deliver high quality interventions and schemes.
2	As highlighted above, some of our pupils live in a deprived area and some parents have low aspirations for their children. Pupils typically start Elmsleigh school at a low baseline and a significant amount of high-quality teaching needs to occur to ensure that pupils make the best possible progress and achieve the attainment seen across all subjects nationally.
3	Some of our pupils have had Adverse Childhood Experiences (ACEs), this means that there are a higher number of safeguarding concerns or incidents that meet child in need (or above) threshold. This then leads onto a larger proportion of families that need a significant amount of emotional and mental health support. The lack of Early Help support in Derbyshire County Council also means that the school needs to prioritise this for their pupils and wider community; this will then increase pupil outcomes.
4	Again, due to the highlighted reasons above pupils have a lack of personal social and emotional skills. In turn, this affects pupil's ability to emotionally regulate their feelings and hold control for their behaviour. These skills are important, as pupils need good behaviour for learning within the classroom environment. Nationally, it has also been reported that children lack the executive functioning skills needed to be able to organise their feelings and thoughts. Therefore, it is important that staff are supported through CPD to identify these issues and support the pupils to grow to be the best that they can be.
5	Amongst some of our parents there has historically been an acceptance of low aspiration and ambition. Currently 14% of our families have been involved with social care due to safeguarding reasons; therefore, it is important to train our staff to encourage our pupils and families to be the best that they can be. This low aspiration at times feeds into a family's understanding of how important attendance is and how high attendance correlates with a child's ability to achieve at least the expected standard in education.
6	Due to the financial crisis for some families, there are limitations on the amount of personal experiences and cultural capital exposure available to children. Some of our children have limited knowledge of real-life experiences including learning to swim, cultural diversity, having enjoyment in developing a love for reading and visiting a range of exciting places.

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. Increase the number of pupils (especially those who receive PP) who achieve GLD at the end of Reception.	<p>40% of all pupils achieve GLD by the end of Reception. 25% of pupils with SEN achieve GLD. 70% of pupils with no SEN achieve GLD. 45% of pupils who receive PP achieve GLD.</p> <p>Termly assessments show steady progress toward these targets Staff receive targeted CPD linked to teaching and learning improving curriculum implementation</p> <p>To ensure that all classrooms have a language rich environment To ensure that there are language based interventions happening across school including those for pupils with English as an additional language To ensure that staff develop their skills in oracy To ensure that there are a range of books purchased to develop pupils vocabulary To ensure that parents/carers are encouraged to attend the parent forums on reading, the implementation of phonics and maths</p>
2. Increase the number of pupils (including those who receive PP) who achieve the expected standard in the Phonics Screening Test in Year	<p>55% of all pupils achieve the expected standard. 30% of pupils with SEN achieve the expected standard. 75% of pupils with no SEN achieve the expected standard. 40% of pupils who receive PP achieve the expected standard.</p> <p>Termly phonics tracking demonstrates consistent improvement. To embed successfully a new phonics scheme in school To ensure all staff actively engage with the Read Write Inc development programme To ensure Teaching quality is at the highest level through evidence related to the schools QA for all staff. Continue to provide challenge for pupils who are working within great depth To ensure that parents/carers are encouraged to attend the parent forums on phonics.</p>
3. Increase the number of pupils (including those	<p>50% of pupils achieve the expected standard in reading. Pupils who receive PP show at least a 20% increase compared to 2024–2025 results.</p>

<p>who receive PP) who achieve the expected standard in reading in the optional KS1 SATs.</p>	<p>Teacher assessments and reading assessment indicate progress in reading comprehension and fluency.</p> <p>To embed successfully a new phonics scheme in school</p> <p>To ensure all staff actively engage with the Read Write Inc development programme</p> <p>To ensure Teaching quality is at the highest level through evidence related to the schools QA for all staff.</p> <p>Continue to provide challenge for pupils who are working within great depth</p>
<p>4. Increase the number of pupils (including those who receive PP) who achieve the expected standard in writing in the optional KS1 SATs.</p>	<p>30% of pupils achieve the expected standard in writing.</p> <p>Pupils who receive PP show at least a 15% increase compared to 2024–2025 results.</p> <p>Writing books demonstrate improved composition, grammar, and punctuation skills.</p> <p>To ensure Teaching quality is at the highest level through evidence related to the schools QA for all staff.</p> <p>Continue to provide challenge for pupils who are working within great depth</p>
<p>5. To ensure that more families feel supported, leading to better family engagement and better pupil outcomes</p>	<p>Surveys demonstrate that parents/carers feel supported Increase parental engagement with school programs measured through attendance at meetings, workshops, and events.</p> <p>Pupils from the top 30% of deprived areas make progress in line with peers, as measured by internal assessments.</p> <p>To have well supported parents and carers through regular forums supporting the families of children with communication needs within the two adapted classes within school</p> <p>To employ a Designated Safeguarding Lead</p> <p>To employ a Thrive practitioner apprentice</p> <p>To ensure that all pupils needs are well met, emotionally and physically through group and individual pastoral support</p> <p>To ensure that staff are supported through a range of CPD opportunities to increase their knowledge and skills around the mental health strategy within school</p>
<p>6. Teach pupils to emotionally regulate and manage their behaviour through the Zones of Regulation and intensive Thrive Support.</p>	<p>Pupils demonstrate improved emotional regulation as measured by Thrive assessments and Zones of Regulation tracking.</p> <p>Reduction in behavioural incidents over time during the year and compared to 2024-2025</p> <p>Staff report increased confidence in pupil self-management during observations, evidenced through surveys.</p> <p>Pupils and parents/carers to continue to have access where needed to the full time DSL</p> <p>To continue to futher embed the Zones of Regulation.</p> <p>To ensure that all new pupils to school are aware of the behaviour curriculum and the strategies that can support them to learn how to hold their own control.</p>

	<p>To continue to use dojos but also ensure that these are reported to parents/carers</p> <p>To use Arbor to analyse behaviour and physical interventions.</p>
7. Increase overall attendance and decrease persistent absence for all pupils.	<p>Overall attendance increases by 2%</p> <p>Persistent absence reduces from 37.4% to below 20%.</p> <p>Termly attendance reports show consistent improvement, with targeted support for pupils at risk of absence.</p> <p>To ensure that the attendance officer works with the DSL ensuring that families are highly encouraged to ensure that pupils attend school every day and on time.</p> <p>To continue to increase attendance and decrease persistent absence for all pupils, especially those that are disadvantaged</p>
8. Provide pupils with opportunities to develop their cultural capital, giving first-hand experiences to ensure that new learning is retained	<p>100% of pupils participate in at least 4 first-hand cultural experiences per year.</p> <p>At least 85% of pupils demonstrate improved understanding and retention of learning from these experiences, measured through follow-up activities and reflections.</p> <p>Pupils report increased engagement and confidence in sharing cultural knowledge.</p> <p>Pupils have equal access to the opportunities available regardless of their socio-economic background.</p> <p>Have a continued plan of memorable moments trips linked to the topics taught, including a summer school offer.</p> <p>To ensure that parents/carers are encouraged to attend the parent forums on the RSE policy and safeguarding policy.</p> <p>To ensure that parents/carers (where appropriate) are encouraged to attend the parent forums on supporting parents who have children with additional needs</p> <p>To provide Fair share food for families who are struggling financially</p>

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: £55407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement high-quality phonics teaching daily. Focused numeracy interventions for small groups.	Termly assessment data showing progress toward GLD. Intervention group records and impact reports. Pupil progress tracking sheets.	2a

<p>Regular monitoring of pupil progress via assessments.</p> <p>Individual support plans for pupils falling behind.</p>	<p>Teacher observations and assessment data</p>	
<p>Targeted SEN interventions tailored to individual needs.</p> <p>Use of visual aids and multi-sensory learning approaches.</p> <p>Regular SEN review meetings with staff, parents, and specialists.</p> <p>Differentiated teaching to challenge higher-attaining pupils.</p> <p>Enrichment activities to promote independent learning.</p> <p>Regular formative assessment and feedback</p>	<p>Targeted SEN interventions tailored to individual needs.</p> <p>Use of visual aids and multi-sensory learning approaches.</p> <p>Regular SEN review meetings with staff, parents, and specialists.</p> <p>Termly assessment data for non-SEN pupils.</p> <p>Work samples showing progression.</p> <p>Teacher assessment records.</p>	<p>1</p>
<p>Daily RWI sessions help children learn letter sounds, blending, and reading, with groups matched to their ability.</p> <p>Regular assessments show how children are doing and help move them to the right group.</p> <p>Small-group or one-to-one support is given to children who need extra help.</p> <p>Children take RWI books home to practice reading, and parents are invited to workshops to learn how to support them. Teachers and teaching assistants</p>	<p>Children's progress is tracked through phonics assessments and shows they are moving up RWI levels. Their reading becomes more fluent, and they understand texts better. Work samples, reading logs, and writing show children applying their phonics skills. Lesson observations and staff feedback show RWI is taught consistently. Parents' involvement in workshops and feedback shows support at home. Extra support for individual children shows measurable progress, and more pupils reach the expected reading standard by the end of the year.</p>	<p>2a, 2b, 2c</p>

<p>receive training and coaching to make sure RWI lessons are high quality. Children also practice writing simple words and sentences using the sounds they learn, and games, storytelling, and digital resources make learning fun.</p> <p>£47,353 2 x Teaching Assistants, for all activities above £7054 2 x TLR to develop phonics and Early Years</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading for pleasure Purchasing of books (£5000)</p>	<p>Booktrust.org.uk</p> <p>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>Students with more positive attitudes towards reading are more likely to read</p>	<p>1, 2a</p>

	<p>at or above the expected level for their age (Clark 2014).</p>	
<p>Implementing the Read Write Inc. (RWI) Phonics Programme is approximately £9,580. This figure includes essential resources such as:</p> <ul style="list-style-type: none"> • Speed Sound Cards for Sets 1, 2, and 3 • Green and Red Word Cards • Speed Sound Posters • Picture Friezes • Fred Frogs for blending activities • Teacher Handbooks • Reading Leader Handbook • 95 Core Storybooks (both full colour and black & white versions) • 17 Get Writing books 	<p>An independent evaluation by the EEF found that pupils in schools using the RWI Phonics Programme made, on average, one month's additional progress in reading compared to those in control schools. Notably, pupils eligible for free school meals showed even greater benefits, making approximately three months' additional progress.</p> <p>While the EEF study indicates modest gains, the consistent and structured nature of the RWI Phonics Programme, combined with its focus on early intervention, suggests that it can be an effective tool in improving reading outcomes, especially when tailored to the specific needs of pupils.</p>	<p>1</p>

<ul style="list-style-type: none"> • Oxford Owl Online Subscription • Home eBook Library • Book Bag Books for take-home reading 		
Resources for communications boxes £2,445		

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

Budgeted cost: £55,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Apprentice to be employed to support mental health and well-being for staff to enable support for children £24,225 De-escalation training Zones of Regulation Training Thrive Training £2750	Thrive apprenticeships, such as the Level 3 Early Years Educator Apprenticeship, provide practitioners with the knowledge and skills to support children's emotional and social development effectively. By integrating Thrive's methodologies into their training, apprentices are better equipped to create environments where children feel safe, supported, and ready to learn Schools that invest in Thrive apprenticeships not only enhance the capabilities of their staff but also foster a positive school climate that benefits both educators and students.	3,4,
Costs for Fare Share food (£819) Additional hours for support staff to run breakfast club	A previous EEF impact evaluation of breakfast programmes found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an	4,7

<p>(£7,137.00)</p> <p>Subsidised cost of breakfast club for pp children (£600)</p>	<p>average of two months' additional progress in Key Stage 1.</p> <p>Free breakfast club is provided for disadvantaged families in crisis and to improve school attendance</p>	
<p>Swimming at Fountains Primary School. (£1600.00)</p>	<p>Offering free swimming facilities for children in disadvantaged areas is likely to increase swimming participation and may help reduce inequalities in physical activity and improve health/engagement.</p>	<p>2,3,6</p>
<p>Subsidising trips, including residential for Year 2. (£18.430)</p>	<p>Curriculum-relevant school trips are a great way of deepening pupils' understanding of a subject, enhancing skills such as communication, collaboration and problem-solving, and increasing motivation and engagement. According to the Council for Learning Outside the Classroom, curriculum-relevant school trips:</p> <ul style="list-style-type: none"> • Give pupils experiences which help them realise their full potential • Motivate and engage pupils who are less suited to classroom-based learning • Raise standards when you're back in the classroom • Improve social, personal and emotional development • Equip pupils with skills they'll need in the future <p>At their core, curriculum-relevant school trips provide a strong all-round learning experience for primary pupils, developing both knowledge and skills.</p>	<p>2,3,6</p>

Total budgeted cost: £125,993

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 2024-2025 academic year.

Educational Outcomes

Lower educational outcomes were recorded for pupils overall last academic year, this was due to a higher proportion of pupils with SEND overall. Therefore, this year, new interventions and educational approaches are being embedded such as Read Write Inc.

Pastoral Outcomes

- Breakfast club was offered at a discounted rate for pupil premium children. 1/3 of the children who attended breakfast club participated in this offer.
- Time for the pastoral leader to apply for HSF fund has been successful for 16 families which in line has helped their mental health. By building relationships with our pastoral lead, parents receive further external support including HSF funding (16 families), fare share bags of food (29 families) and direction to other support groups and services
- 25 children have received positive play support and small group intervention from the Pastoral Lead and Thrive apprentice. Many children have also had one or multiple support sessions from the Pastoral lead if they have made disclosures to staff and the disclosure needs further information for the referral process to social services. Also, children will have time with the pastoral lead if direct work is required as instructed by Children's Services. No pupils were suspended or excluded.

Discounted trips:

- All trips have been discounted by 50% across the school. Payment of trips remains optional for all children.

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
Read Write Inc Phonics Programme	RWI
Talk 4 Writing 'Igniting writing' project	Talk 4 Writing
PANTS and Speak out, stay safe programme	NSPCC
Thrive	Thrive uk
Talk Boost intervention programme	Speech and language UK
Number sense	Number sense maths Ltd
Creative mentor	Mighty creatives