



'Together we grow'

Emmaville Primary School Pupil Premium Impact Report 2020/21

The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive tracking system. Pupil progress meetings are held each term. The progress pupils make will vary according to the individual needs of each child. However, should a concern be raised, the provision for that child will be reviewed and any necessary adjustments made. The school provision map and intervention secured through the pupil premium are adjusted regularly to meet the needs of the pupils across the school.

The following report shows how the Pupil Premium has been used during the academic year 2020/21 and includes information about the attainment of pupils at Emmaville school.

	Identified Priorities	Success Criteria	Impact
Priority 1	Continue to embed the use of RWI Phonics & Catch up across all year groups to increase progress and attainment in phonics and reading.	Children will be able to be at age related expectations in phonics by the end of Year 1.	Due to school closure the Year 1 children did not take the Phonics Screen in June 2020. Once the children returned to school in the autumn term in Year 2, they were assessed and targeted support was given to those children who were struggling. As advised, all of the Year 2 children sat a Phonics Screen in December 2020 and we were delighted with the results. 91.8% of the Year 2 cohort passed the phonics screen this included 78% of pupils eligible for PP. Those pupils who did

			<p>not pass the phonics screen in Year 2 have continued to receive support.</p> <p>The current Year 2 children, (Year 1 in June 2021) did not have to take the phonics screen test; however, they will be expected to take the screen in autumn 2 2021. We will then be able to measure the impact of the provision that we have put in place to support pupils.</p>
Priority 2	<p>Introduce Accelerated Reader across the school to foster the habit of independent reading, whilst also improving fluency and comprehension skills. All teaching and non-teaching staff to receive training linked to Accelerated Reader.</p>	<p>There will be an increase in the children's reading ability (fluency & comprehension skills) that will be shown by data that will be collected at regular intervals throughout the year.</p>	<p>The Accelerated reading programme was introduced to the children and parents once all staff had completed the initial training. Since the introduction of the programme, pupil progress in reading has been staggering. The English Coordinator has regularly informed staff and parents of the progress made in each year group by presenting them with statistics. At the end of the 2020/21 academic year the average reading age increase in one of the Year 3 classes was + 1 year and 3 months. There was an average reading age increase in each KS2 class ranging from + 10 months to 1 year and 9 months.</p> <p>Total words read in KS2 ranged from 2,223,833 to 9,561,826.</p> <p>We hope to build upon the success of the introduction of AR in the next academic year. Although the AR programme was</p>

			expensive to purchase, we believe that it provides excellent value for money if it is a benefit to the progress of our children.
Priority 3	Ensure that the library area is organised and well-stocked for the introduction of Accelerated Reader.	The children will be provided with a wide selection of reading material that will interest and engage them in the reading process.	Good progress was made stocking the library shelves for the introduction of the AR programme; however, we realise that we need to make further purchases during the next academic year to increase the library/reading stock, particularly for the KS2 pupils.
Priority 4	Whilst working remotely, teaching assistants to provide virtual one to one or small group support sessions for disadvantaged pupils.	Pupils will feel supported whilst being educated at home.	Teaching Assistants were nervous about delivering remote intervention sessions to individual/groups of pupils. However, once the initial session was delivered, anxieties were overcome and confidence levels rose. The children thoroughly enjoyed the sessions, gaining from that contact with a member of staff. Feedback from parents was extremely complimentary in the survey that we conducted in the summer term.
Priority 5	On the return to school, after closure due to the pandemic, use pupil premium money to support disadvantaged pupils who are not ready to progress in reading, writing or maths.	Children will be supported to catch up on missed learning opportunities due to the recent pandemic.	After an initial settling in period at school, where much time was spent on the children's mental health and wellbeing, the pupils were assessed through a variety of methods, information gathered from assessment was discussed at pupil progress meetings. Any pupils eligible for the PP grant who were identified as needing to catch up were provided with additional small group support.

			<p>Intervention groups were delivered by teachers as well as teaching assistants. Pre-teaching was often delivered by the class teacher as this was believed to be the most effective approach for the children.</p> <p>Data gathered at the end of the summer term, showed that pupils had made progress, although progress varied for each child, some making greater gains than others. All PP pupils will continue to be tracked during the 2021/22 academic year and support will be given where necessary.</p>
Priority 6	As teaching assistants cannot cross bubbles, disadvantaged pupils will receive additional support to close gaps in learning.	Identified PP pupils will make progress in all areas of learning.	Many PP children benefitted from additional support as Teaching Assistants could not cross bubbles. In the spring and summer term, there was a Teaching Assistant allocated to each class, the pupil/teacher/teaching assistant ratio was therefore higher than normal. The PP pupils therefore benefitted from a greater level of support and this was reflected in improved results shown in pupil progress data.
Wider Strategies for the 2020/21 year			

Priority 1	To support the Year 6 pupils with transition, engage in the Big School Breakthrough programme.	Through engagement with the BSB programme the areas of concern that we have about a particular cohort of pupils will be addressed.	<p>Returning to whole school teaching, after the lockdown, in the spring term was challenging for many of our children. Our focus, after what our children had endured, was on their wellbeing and reconnecting with them as the majority had spent a long time away from school. It became quickly apparent during our PSHE sessions that many of the children were struggling with the following:</p> <ul style="list-style-type: none"> • Anxiousness • Low self-esteem • Low confidence • Finding friendship issues challenging • Group working • Not having the language to describe how they were feeling / not knowing where to go to get help • Issues with E-safety and how to be safe and responsible online, and what to do if things go wrong online • Poor motivation and mindset • Poor respect for self and for others, including the language children used with each other • Unwillingness to try new things <p>Before the start of the initial session, Y6 pupils were asked to complete a short questionnaire, which they then completed again after the final session had been</p>
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			<p>delivered. Data collected from the questionnaire showed improvement in all categories. The Y6 teachers felt that the coaching received from Sam Moinet had a positive impact upon on our children in varying degrees. For example, one of the pupils had been unwilling to leave home to socialise with friends since lockdown, she overcome this through making small steps to reach her goal. Many of the children grew in confidence and became willing to share and talk about their feelings and concerns openly. The majority of the children felt that the coaching sessions had helped them feel better about their transition to secondary school and that they would be able to use the skills they had learnt during the sessions in their next school and beyond.</p>
Priority 2	Support pupils' mental health by engaging with Kalmer Counselling Services.	Improve the wellbeing and mental health of pupils.	<p>Because of the pandemic and the deterioration in some pupil's mental health, we decided to increase the provision of support. We increased the hours of employment of the school counsellor provided by Kalmer Counselling Services. This gave greater support to the staff in school as they could access more of the counsellor's time to seek advice for vulnerable pupils and their families. During the lockdown, the school counsellor provided</p>

			<p>remote support to pupils and their families and because of the increase in provision, and once we reopened school after lockdown, the counsellor was able to work with more pupils on either a one-to-one basis or was able to offer small groups of pupils the support that they needed.</p> <p>The children value the support that they received and parents were grateful for the help provided for their children and themselves.</p>
Priority 3	April 2021 - Engage in the Achievement for All wellbeing programme.	Training and Coaching opportunities provided through this programme will help the staff to have a greater neuroscientific understanding of how to promote positive social and emotional well-being. It will also help staff to tackle the mental health problems of pupils and to understand and recognise the importance of the non-cognitive side of education.	By the end of the summer term 2021, we were only at the very beginning of the programme. However, feedback from the core achieving well-being school-based team, had been positive, but greater impact will be achieved when the whole school staff receive CPD in the autumn term 2021.
Priority 4	Even though we are restricted with visits etc, engage in any virtual activities that will continue to enrich the lives of the pupils.	Children will have the opportunities to extend their learning experiences.	Under normal circumstances, Emmaville pupils would have a wealth of learning experiences beyond the school classroom. However, the pandemic restricted us from providing the children with our normal offer.

			<p>We were determined not to be beaten, and therefore sourced a number of online performances and productions that were appropriate for the pupils. All pupils in schools participated in an art project with a local artist, which not only helped them to gain a skill in origami, but saw their art work become a part of a local butterfly mobile. Groups of pupils participated in art workshops with a team of artists from the Baltic and pupils in KS2 had the opportunity to work with the author Adam Bushnell. The children throughout school, participated in author workshops organised through Seven Stories. All of these opportunities, not only enrich the children's learning experiences, but it provided the pupils with enjoyment and fun during a very difficult and restricted period of time.</p>
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