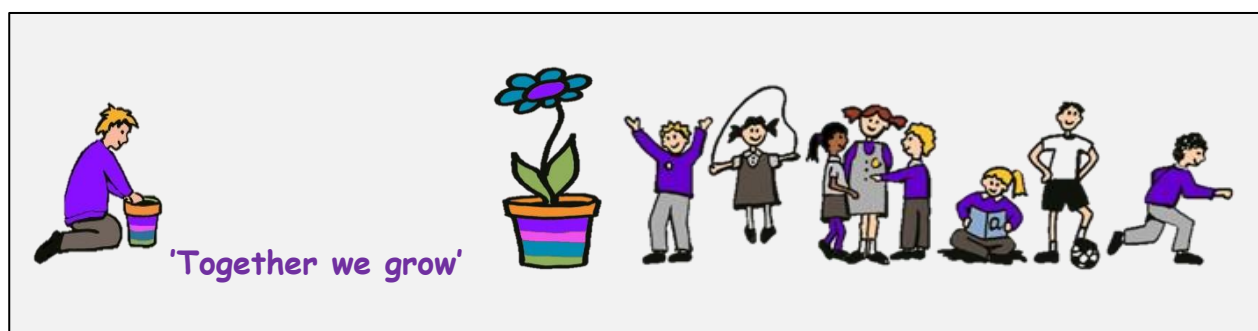


# Emmaville Primary School Pupil Premium Strategy Statement



## Academic year 2025 - 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Emmaville Primary
Number of pupils in school	436 (including nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026 2026-2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be next reviewed	December 2026
Statement authorised by	Avril Armstrong Headteacher
Pupil premium lead	Avril Armstrong
Governor / Trustee lead	Councillor Kathryn Henderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,245

## Part A: Pupil premium strategy plan

### Statement of intent

At Emmaville Primary School our motto is, 'Together we Grow', and that applies to all pupils, irrespective of their background or any personal challenges that they may face. We believe that every individual deserves the chance to fulfil their potential and to become an independent learner. We aim to provide a purposeful and empowering climate for learning, a curriculum that focuses upon the key concepts of influence, belonging and choice.

We recognise that some children can face additional challenges that impact upon their personal and educational progress. These children qualify for disadvantaged pupil premium funding. As part of Emmaville's pupil premium strategy to support these children, we aim to provide a curriculum that offers pupils an excellent mix of academic and personal development. All pupils will participate in cultural activities that not only enrich their lives but also provide them with the confidence and skills for a fulfilled and happy life. We work in close partnership with agencies that offer support to help disadvantaged pupils to overcome personal barriers.

#### **Our ultimate objectives for all pupils including disadvantaged pupils are:**

- To have high aspirations for all pupils;
- All pupils to make positive progress from their starting points;
- To narrow the gap, ensuring that all pupils make at least age-related expectations;
- To facilitate tailored intervention programmes that have a positive impact upon pupil's learning;
- To provide social and emotional support so that pupils are in a good place to learn;
- To ensure varied and rich experiences in order to broaden horizons.

#### **Our current pupil premium strategy plan works towards achieving these objectives through:**

- Ensuring that teaching and non-teaching members of staff have access to excellent CPD so they are able to offer high quality teaching and learning;
- Pupil attainment is tracked to ensure that intervention is carefully matched to need, and impact is shown through progress in narrowing the gap;
- Social and emotional support is provided through Counselling and other appropriate strategies;
- Enrichment activities are planned in order to develop cultural capital;
- Support is provided for families so that attendance and engagement in the learning process is good.

#### **The key principles of Emmaville's strategy plan are:**

- Ongoing assessment of the needs of pupils;
- Early intervention with the use of proven programmes;

- Well trained teaching and non-teaching staff who are able to quickly identify appropriate strategies to support;
- High adult to pupil ratio in order to offer regular focussed intervention;
- Good quality resources;
- An excellent pastoral programme;
- Support for parents by informing them of ways in which they can encourage their children to have excellent learning habits;
- Support for parents with the costs of educational and residential visits.

We recognise that some of the actions in this strategy plan will have benefits for all of our children, not just those eligible for the funding.

## Challenges

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

Challenge number	Detail of challenge
1	Some children enter school with poor speech and language skills. They often need support with toileting and opportunities to develop social skills through play and adult-led activities.
2	A number of disadvantaged pupils have poor oral and language skills, their vocabulary is often limited too. This often results in them making slower progress in phonics and impacts upon their fluency in reading.
3	Since 2020, there has been a noticeable increase in children requiring emotional and social support. Children with SEMH require support through adapted timetables, sensory strategies and external agency involvement.
4	A proportion of pupil premium children have significant additional needs, or have suffered adverse early childhood trauma, which impacts upon their behaviour.
5	Some of our children are affected by wider family circumstances and relationships, which has had an impact upon their development.
6	Across the school, some disadvantaged children require additional support to address gaps in learning in writing, GPS and maths so outcomes for these pupils improve at the end of Year 6.
7	The attendance of some pupil premium children can be an issue.
8	A proportion of children have not had the opportunity to develop their cultural capital and need these experiences to be offered by the school.

## 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
High quality teaching across the curriculum to ensure that pupils make good progress to reach and exceed expected standards.	Disadvantaged children's outcomes at the expected standard will be in line with national levels at the end of KS2.
Good progress and outcomes in phonics and reading for disadvantaged pupils.	Children in Year 1 to achieve at least the national average expected standard in PSC. Children will show resilience when reading so outcomes for all groups of children will improve. Children will read for pleasure.
Children with notable speech and language gaps are quickly identified.	Timely support is provided and impact of interventions are shown by improvement of speech and language skills.
Support the children's mental health and wellbeing to improve attainment and achievement	Children who need additional social and emotional support will be identified and they will have access to in school and external support.
Use strategies that will support pupils sensory and behavioural needs.	Children will be able to use taught strategies that will help them to regulate their behaviour.
Children who have additional needs, or those children who are not making expected progress will be supported through tailored interventions.	Through high quality one to one or small group tailored interventions, children will make rapid progress in acquiring the skills they need to catch up in maths and English.
Children attend regularly so that they reach age-related expectations.	Parents recognise the importance of attendance and work with the school to ensure that children have regular attendance at school.
Offer high quality pastoral support.	Work carried out with children and their families has a positive impact upon the children's development.
Enrich the children's lives by providing experiences that will develop their cultural capital and will encourage them to be aspirational.	Throughout their time at Emmaville, children will be offered exciting and engaging opportunities, within and outside of the school day, which will enable them to develop a range of skills.

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Professional Development</u></b></p> <p>Identified staff to continue to work with Debbie Wilson to ensure that the school's approach to the teaching of phonics is both rigorous and challenging.</p> <p>Ensure that sufficient staff are available in EYFS &amp; KS1 so that RWI can be taught in small groups daily and so we offer follow-up intervention</p> <p>CPD for staff Fresh Start programme to be used in Years 5/6</p> <p>Lexonik and LEAP training for additional members of staff</p>	<p>Read Write Inc (DfE validated Systematic Synthetic Phonics Programme) is a proven programme for supporting children's acquisition and progress in phonics, reading and writing. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Evidence shows that when interventions are appropriate, well-planned and delivered effectively this has a positive impact upon pupil outcomes. <b>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.'</b> EEF</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> <p>Recommended as a way of supporting pupils in Years 5 &amp; 6 who may still require support with reading and writing. <b>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.'</b> EEF</p> <p>CPD to be provided for members of staff who will deliver these two programmes. It is proven that one to one and small group tuition can be effective when delivered by trained staff.</p>	<p>2, 3</p> <p>1, 2, 3 &amp; 7</p> <p>2 &amp; 3</p> <p>2, 3 &amp; 7</p>

<p>CPD for Maths provided by participation in the Great North Maths Hub training sessions.</p>	<p>Support children to make progress through the curriculum by developing approaches that support them to learn more, do more, and remember more. <b>Ofsted</b></p>	<p>2, 3 &amp; 7</p>
<p>CPD provided to support a 'whole school approach' to teaching times tables to ensure that, by the end of Y4, children have a secure knowledge of their times tables</p>	<p>Support children to make progress through the curriculum by developing approaches that support them to learn more, do more, and remember more. <b>Ofsted</b></p>	<p>2, 3 &amp; 7</p>
<p>Use of pupil progress meetings to support staff to assess, analyse and plan for narrowing the gaps</p>	<p>Analysis of standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil, so they can receive the correct additional support. <b>EEF</b></p>	<p>3, 5 &amp; 7</p>
<p>Coaching on use of feedback and marking to ensure impact on children's outcomes</p>	<p>Feedback during lessons and through effective marking is proven to have high impact for very low cost. This is based on extensive evidence. <b>Education Endowment Fund</b></p>	<p>2 &amp; 3</p>

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use Accelerated Reader across the school to foster the habit of independent reading	<p>As well as fostering the habit of independent reading, Accelerated Reader will also improve the fluency and comprehension skills of pupils. It will also enable teachers to effectively diagnosis reading difficulties so that they can plan possible solutions, particularly for older struggling readers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	2, 3 & 7
Promote the love of reading whilst developing the children's comprehension skills through the 'Take One Book' approach to the teaching of guided reading	<p>Through the use of good stories, the children's language skills are developed, as Pie Corbett highlights, 75% of our vocabulary comes from our reading. 'A child with reading skills necessary to access and use information is not just learning to read but reading to learn. Reading skills are essential in our society.' (Duane Alexander)</p>	2, 3 & 7
Embed the development of speech and vocabulary across the curriculum. Use the Early Talk Boost (Nursery) and NELI programme (Reception) with vulnerable pupils	<p>Support children to make progress through the curriculum by developing approaches that support them to learn more, do more, and remember more'. <b>Ofsted</b></p> <p>Oral language interventions can have a positive impact upon pupil's language skills and development. Key findings show that oral language approaches have high impact on pupil outcomes of 6 months additional progress. However, the spoken language activities offered to the children must be matched to the children's current stage of development, so that it extends their learning and connects with the curriculum.</p>	2 & 3
Embed oracy strategies in all areas of the curriculum to focus on elevating classroom practice to support the children's listening, narrative	<p>Oral language interventions Education Endowment Fund <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2, 3 & 7

<p>and vocabulary skills. 2 members of staff to participate in the Voice 21 training</p>		
<p>Additional phonic sessions for vulnerable pupils who need additional support</p>	<p>Through research conducted by the Education Endowment Foundation, it has been shown that targeted phonics intervention has been extremely effective if delivered regularly.</p>	<p>2, 3 &amp; 7</p>
<p>Small group and one-to-one tuition put in place to support pupils who are not working at age-related expectations. Interventions will be linked to normal lessons.</p>	<p>One to one tuition and small group support can be, 'an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.' (EEF) However, 'it is more likely to make an impact if it is additional to and explicitly linked with normal lessons.' (EEF)</p>	<p>2, 3 &amp; 7</p>
<p>Employ 2 teaching assistants to work with pupils across school who are not working at age-related expectations.</p>	<p>Tuition targeted at specific needs of pupils can be an effective way of supporting low attaining pupils. (One to one Tuition EEF) Use of pre teach is an effective way of supporting pupils</p>	<p>2, 3 &amp; 7</p>
<p>Establish small group maths interventions for pupils falling behind age-related expectations</p>	<p>Use evidence-based approaches to improve the mathematical skills of pupils and to enable accelerated progress. Use approaches, such Pre teach, Fluent in 5 and Number Sense, to support pupils to acquire knowledge and skills that will help children to develop mathematical thinking and skills. These carefully planned and appropriate interventions will improve the children's working memory and arithmetic skills <b>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.'</b> EEF</p>	<p>2, 3 &amp; 7</p>
<p>Assistant headteacher to work with Local Authority Maths Consultant to review and adapt</p>	<p>For pupils to be successful in maths they need to be able to recall times tables facts quickly in order to solve other mathematical problems.</p>	<p>2, 3 &amp; 7</p>



<p>current provision for the teaching of times tables. Use the resource 'Maths Frame'. Introduce group multiplication weekly quiz</p> <p>Mastering Number @ Home programme delivered to EYFS, Y1 and Y2 parents</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <b>(EEF)</b></p>	<p>2, 3 &amp; 7</p>
---	---	---------------------

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

Budgeted cost: £13,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed principles of good practice in relation to attendance.	Children will not reach age-related expectations if they do not have regular attendance at school. A positive school culture, with clear messaging and incentives will encourage children to want to attend.	4
Further staff members to attend Team Teach training	Staff will have the skills and techniques to support pupils when they are dysregulated.	5 & 6
Provide mental health and wellbeing support from Kalmer Counselling Service in order to improve attainment and achievement	Evidence shows that if children are not socially or emotionally stable then they will not be in a good place to learn. For learning to take place we must consider the 'whole child'.	5 & 6
ELSA trained staff to receive further supervision sessions from Educational Psychologists so they support pupils' mental health and wellbeing	Evidence shows that if children are not socially or emotionally stable then they will not be in a good place to learn. For learning to take place we must consider the 'whole child'.	5 & 6

SENCo to attend Thrive training and disseminate to all staff	Evidence shows that if children are not socially or emotionally stable then they will not be in a good place to learn. For learning to take place we must consider the 'whole child'.	5 & 6
Staff to receive the Kagan Cooperative Learning Structures training	Teaching staff who use this approach have found that it improves their classroom management and develops the skills of pupils to work in a team. It therefore has a positive impact upon behaviour and academic achievement through engagement in learning.	5 & 6
Ensure that disadvantaged pupils have access to enrichment activities such as: Dance, drama, music, art, residential visits	As well as improving outcomes in learning, other wider benefits are an improvement in behaviour, attendance, a more positive attitude to learning, increased wellbeing, an understanding of the wider world, aspirational thinking and cultural capital. 'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.' (EEF)	8
Give support to families with low engagement through platforms such as Tapestry, Seesaw, Marvellous Me where they receive regular positive information about their children and where they can communicate with the teaching team to ask for help. Aid parents through online learning and other learning tools so that home learning can be supported. Provide tips and resources as well as support for home activities to be more effective.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. (EEF)	7

2025/2026 Total budgeted cost: £92,245

## 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.

	<b>EYFS - GLD Disadvantaged</b> 5 pupils	<b>Y1 Phonics Disadvantaged</b> 6 pupils
<b>Emmaville</b>	80%	50%
<b>National</b>		

When looking at the performance of our disadvantaged children, it should be noted that the cohorts in each year group are small and therefore statistical comparison should be made with caution.

### Key Stage 2

	<b>R</b>	<b>W</b>	<b>M</b>	<b>GPS</b>	<b>RWM</b>
<b>EXS (all children)</b>	85.7%	79.4%	82.5%	73%	75%
<b>National</b>	75%	72%	74%	73%	62%
<b>EXS (pupil premium - 13 pupils)</b>	69.2%	53.8%	61.5%	53.8%	53.8%
<b>GDS (all children)</b>	46%	12.7%	30.2%	27%	11.1%
<b>National</b>	33%	13%	26%	30%	8%
<b>GDS (pupil premium - 13 pupils)</b>	30.8%	0%	7.7%	7.7%	0%
<b>Average Scaled Scores (all pupils)</b>	108		106	105	
<b>Average Scaled Scores (pupil premium - 13 pupils)</b>	104		101		

Generally, our pupil premium children make good progress from their starting points. If they are not reaching age-related expectations, their barriers to learning are identified, and appropriate interventions are put in place to support them. All PP children are discussed at each term's Pupil Progress meetings, so SLT have a clear picture of the children's progress, their strengths and areas for development.

GLD at the end of reception class in 2025 was lower than the previous year; however, only 1 pupil premium child did not reach a good level of development and interventions are in place to support this pupil whilst they are in Year 1. In all year groups children have tailored intervention for their specific needs.

In 2025, 3 out of 6 Year 1 pupil premium children passed the Phonics Screen. The 3 children who did not pass the phonics screen have additional needs, one has an Education Health Care Plan, but they will receive targeted intervention to enable them to pass the screen in June 2026. However, we do feel that the school's rigorous approach to the teaching of phonics is having positive outcomes on all pupils, including those who are in receipt of PP.

At the end of KS2 in 2025, there were 13 pupils who were eligible for pupil premium. 8 out of the 13 children attained at the expected standard in RWM. 4 out of the 13 children eligible for pupil premium also had additional needs and 1 child had an Education Health Care Plan. Small group tuition is proving to be having a positive impact upon the children's confidence and progress from their starting points across the school.

The ongoing CPD that is provided for staff is showing to be having a positive impact upon pupil outcomes in phonics and early reading. Outcomes may vary from year to year but that can depend upon the cohort and specific needs.

The use of reading programmes such as Fresh Start, Leap and Lexonik has supported the fluency and reading skills of pupils in KS2. We feel that the introduction of the 'Take one Book' approach for guided reading has had a positive impact upon the outcomes in reading at the end of KS2, particularly for PP children at the expected standard.

We were disappointed with the results of the Year 4 Multiplication Check. Although there was a slight improvement, the results were not as good as we had hoped. A more structured approach has been planned for the academic year 2025/2026, with further training for staff.

A high number of staff have now completed Team Teach training, this has provided them with techniques to support pupils when they are dysregulated and finding it difficult to communicate their needs.

Children's wellbeing and mental health is being supported through engagement with Kalmer Counselling Services, parents talk very positively about the impact this support has had upon their children, and have also welcomed the opportunity to discuss any concerns they may have with the counsellor.

Although a member of staff completed the ELSA training programme, due to other wider school needs, we feel that this provision has not been established in the way we would have liked. It is something we plan to offer to our pupils in the 2025/26 school year.

Parents also welcome the support for SEMH provided by the extra -curricular activities offered by the teaching staff, activities such as Mindfulness, Wellbeing, Yoga and Forest School activities.

Parental surveys were overwhelmingly positive about school life and how school goes over and above to cater for the needs of the children. Parental attendance at sessions such as, Stay and Play, Craft, Mastering at Home, Assemblies, and Parent's Evenings is very high. Parents receive a weekly newsletter so they are kept up-to-date with what is happening in school. They also receive positive messages about their children via Tapestry, Marvellous Me and See Saw. A monthly Online Safeguarding news letter is emailed to parents each month, informing them about how to keep their children safe when using devices.

We try to offer the children a variety of experiences that widen their knowledge, skills and cultural capital. During the academic year 2024/25, children visited places of worship, the cinema, the theatre, a local farm, castles, Hadrian's Wall, Durham Cathedral, The Glasshouse, and the beach. Year 5 pupils went surfing, and Year 6 pupils went on a four-day residential visit to London.

## Service Pupil Premium Funding

### How our service pupil premium allocation was spent last academic year

Last academic year, the service pupil premium was used for intervention programmes and for supporting the children's SEMH.

### The impact of the spending on service pupil premium

Children who were eligible for the funding have benefitted from the support provided.

### Externally Provided Programmes

Please provide the names of any non- DfE programmes that you purchased in the previous academic year. This will help the Department of Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Reading Plus	Reading Solutions UK
Accelerated Reader	Renaissance
Take One Book	Just Imagine
Rollama	Rollama Education
Talk Boost	Talk Boost
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Jigsaw PSHE	Jigsaw

<b>Doodle Maths</b>	<b>Discovery Education</b>
<b>Doodle Tables</b>	<b>Discovery Education</b>

--	--



