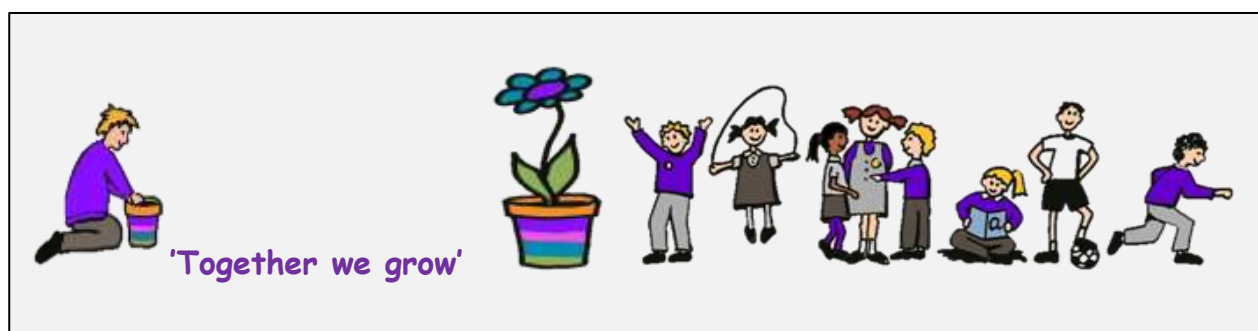


Emmaville Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Emmaville Primary
Number of pupils in school	470 including nursery aged and 2-year-old children
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Avril Armstrong
Pupil premium lead	Avril Armstrong
Governor / Trustee lead	Bill Purvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,905
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,579
Total budget for this academic year	£110,039

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 disadvantaged children can face additional challenges that impact upon their personal and educational progress. As part of Emmaville's strategy, 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 disadvantaged children are:

- To narrow the gap, ensuring that all pupils make at least expected progress;
- To offer additional support to facilitate 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 with the costs of educational and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	Assessment has highlighted that our disadvantaged children's progress in reading, writing and maths has been impacted upon because of school closure caused by the pandemic. The greatest gap across the school is in their writing.
2	Lack of engagement whilst working remotely at home. In a small number of families, we found it difficult to engage the parents in their child's home learning.
3	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.
4	There has been an impact upon children's mental health as a result of the pandemic.
5	Attendance is not a major issue at Emmaville; however, if a child does have poor attendance, it is often a child who is entitled to pupil premium.

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
Children will be supported by high quality teaching in order to make good progress in reading, writing and maths	Disadvantaged children's outcomes at the expected level 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
Improve the children's listening, narrative and vocabulary skills	Children at the end of KS2 achieve at least the national average in reading and writing
Support the children's mental health and wellbeing to improve attainment and achievement	Disadvantaged children's progress is at least in line with national levels at the end of KS2

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: £60,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Professional Development</u></p> <p>New members of staff to receive training and support from Debbie Wilson to deliver the RWI scheme effectively so that children make good progress in phonics and reading</p>	<p>Read Write Inc 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Provide extra members of staff so that RWI can be taught in small groups daily and so we offer follow-up intervention</p>	<p>Evidence shows that when interventions are appropriate, well-planned and delivered effectively this has a positive impact upon pupil outcomes. 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.' EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 & 2
<p>Upper KS2 teaching assistants to participate in the RWI Fresh Start training</p>	<p>Recommended as a way of supporting pupils in Years 5 & 6 who may still require support with reading and writing. 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.' EEF</p>	1

Embed 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	1 & 2
Ensure all classrooms, intervention rooms and the library are well resourced with quality literature	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)	1
Refine Talk 4 Writing processes so it is embedded across the school. Provide children with a wealth of curriculum experiences that will support their writing; experiences provided both within the classroom and outdoors	Children's writing is best developed by first expanding and developing their oral language skills, this will be followed by teaching the necessary steps for writing exceptional sentences, paragraphs and text construction. One of the cores of the T4W process is the learning of model texts orally. The reason for that is, children who come from backgrounds where they don't have much reading at home or not much interactive conversation, it is very powerful if they learn a model text orally so they can internalise those patterns and add them to their linguistic competency.	1 & 2
Establish small group writing interventions for disadvantaged pupils falling behind age-related expectations. Use the new scheme Spelling Shed to support pupil's when writing	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.' EEF	1 & 2

All staff to participate in training for Spelling Shed	Spelling Shed has been successfully implemented in schools and has impacted on the spelling skills of pupils and has led to improvements in the writing skills of pupils	1 & 2
Ensure that the Early Boost (Nursery) and NELI programme (Reception) Oracy strategies (whole school) support the children's listening, narrative and vocabulary skills	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 Oral language interventions Education Endowment Fund educationendowmentfoundation.org.uk	3
Maths Lead, Reception, Year 1 and Year 2 teachers to participate in Great North Maths Hub training sessions	Use evidence-based approaches to improve the mathematical skills of pupils and to enable accelerated progress	1 & 2
Staff to attend Local Authority CPD, maths lead to work with LA maths consultant and deliver CPD to embed maths mastery across the school	The education endowment foundation is based on a range of the best available evidence that support professionals to improve the teaching and learning in mathematics across the school	1 & 2
Implement 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	Research has shown that when children have a secure knowledge of their tables this then decreases cognitive load allowing them to fully engage in more complex maths problems	1 & 2

Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	These carefully planned and appropriate interventions will improve the children's working memory and arithmetic skills 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.' EEF	1 & 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one-to-one tuition put in place to support disadvantaged pupils who are not working at age-related expectations. Interventions will be linked to normal lessons. Employ a teacher for 3.5 days to work either one-to-one or with groups of maximum 3 children. Year 6 teachers and a Year 6 teaching assistant to work with groups of maximum 3 children in 3 x 30 minute after school sessions.	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)	1 & 2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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All staff to participate in the Achievement for All training modules	This training has a proven record of enabling teaching and non-teaching staff to become more equipped to support pupils' social and emotional development, which will have a positive impact upon attainment.	4
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'.	4
2 members of the non-teaching team to access the ELSA training programme so they can support vulnerable pupils	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'.	4
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 and increased wellbeing. 'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.' (EEF)	1, 2 & 5
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)	2

Total budgeted cost: £110,039

Part B: Review of outcomes in the previous academic year

Please refer to the Pupil Premium Impact Report 2020-2021