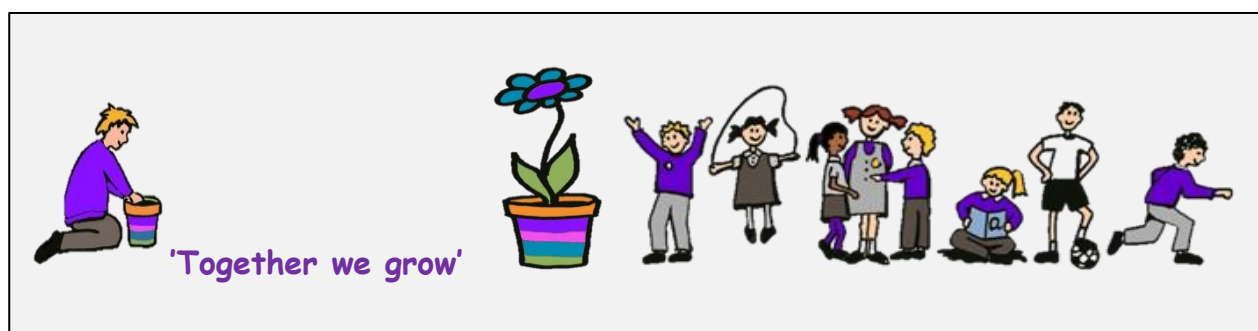


# Emmaville Primary School Pupil Premium Strategy Statement



## Academic year 2024 – 2025

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	465 (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> )	2022-2023 2023-2024 2024 - 2025
Date this statement was published	December 2024
Date on which it will be next reviewed	December 2025
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	£86,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,290

## 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.

We also recognise that the pandemic has created additional challenges for our children. We have therefore introduced strategies to close gaps in learning and we will continue to do so as we move forward.

#### **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	Across the school, some disadvantaged children require additional support to address gaps in learning. Some of these children did not engage during periods of lockdown or their families were unable to offer them the support that they required.
4	The attendance of some pupil premium children can be an issue.
5	A proportion of pupil premium children have significant additional needs, or have suffered adverse early childhood trauma, which impacts upon their behaviour.
6	Since 2020, there has been a noticeable increase in children requiring emotional support.
7	Some of our children are affected by wider family circumstances and relationships, which has had an impact upon their development.

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.
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 that they need to catch up in maths and English.
Children attended 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.
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.
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.
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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Professional Development</u></b>  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.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3
Ensure that sufficient staff are available in EYFS & KS1 so that RWI can be taught in small groups daily and so we offer follow-up intervention	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  <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>	1, 2, 3 & 7
CPD for staff Fresh Start programme to be used in Years 5/6	Recommended as a way of supporting pupils in Years 5 & 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	2 & 3
Lexonik and LEAP training for	CPD to be provided for members of staff who will deliver these two programmes. It is proven that one to one and	2, 3 & 7

additional members of staff	small group tuition can be effective when delivered by trained staff.	
CPD provided for all staff through engagement in the Open University Reading for Pleasure programme	Informed by national and international research evidence, a blended approach to learning aiming to engage and support all staff in developing children's reading for pleasure - their choice-led recreational reading, within and beyond the school.	2, 3, 7 & 8
CPD for Maths provided by participation in the Great North Maths Hub training sessions.	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>	2, 3 & 7
CPD provided through involvement in a EEF mathematical research project	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	2, 3 & 7
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	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>	2, 3 & 7
Use of pupil progress meetings to support staff to assess, analyse and plan for narrowing the gaps	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>	3, 5 & 7
Coaching on use of feedback and		2 & 3

marking to ensure impact on children's outcomes	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>	
---	---	--

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

Budgeted cost: £64,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Accelerated Reader across the school to foster the habit of independent reading	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. <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>	2, 3 & 7
Purchase fiction and non-fiction books so teachers can use the Take One Book approach to the teaching of guided reading	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)	2, 3 & 7
Embed the development of speech and vocabulary across the curriculum. Use the Early Talk Boost (Nursery)	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> 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	2 & 3

and NELI programme (Reception) with vulnerable pupils	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.	
Oracy strategies (whole school) to support the children's listening, narrative and vocabulary skills	Oral language interventions Education Endowment Fund <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2, 3 & 7
Additional phonic sessions for vulnerable pupils who need additional support	Through research conducted by the Education Endowment Foundation, it has been shown that targeted phonics intervention has been extremely effective if delivered regularly.	2, 3 & 7
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.	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)	2, 3 & 7
Employ 2 teaching assistants to work with pupils across school who are not working at age-related expectations.	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	2, 3 & 7
Establish small group maths interventions for pupils falling behind age-related expectations	Use evidence-based approaches to improve the mathematical skills of pupils and to enable accelerated progress. Use approaches, such as Fluent in 5 and Number Sense, to support pupils to acquire knowledge and skills that will help them to develop mathematical thinking and skills. These carefully planned and appropriate interventions will improve the children's working memory and arithmetic skills	2, 3 & 7



Mastering Number @ Home programme delivered to EYFS, Y1 and Y2 parents	<p><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>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. (EEF)</p>	
--	--	--

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

Budgeted cost: £12,000

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.	4
Staff 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
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'.	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	Parents play a crucial role in supporting their children's learning, and levels of	7

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.	parental engagement are consistently associated with better academic outcomes. (EEF)	
--	--	--

2024/2025 Total budgeted cost: £86,290

## 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 2023 to 2024 academic year.

	EYFS - GLD	Y1 Phonics
Emmaville	72.9%	89.3%
National	67.7%	80.2%

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

	R	W	M	GPS	RWM
EXS (all children)	68.9%	73.8%	72.1%	68.9%	65.6%
National	74%	72%	73%	72%	61%
EXS (pupil premium - 10 pupils)	40%	40%	50%		30%
GDS	27.9%	6.6%	19.7%	29.5%	4.9%
National	28%	13%	24%	32%	8%
GDS (pupil premium - 10 pupils)	10%	0%	0%	0%	0%
Average Scaled Scores	106		104	105	

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 2023, was above the previous year. In Year 1 children have tailored intervention for their specific needs.

In 2024, 5 out of 6 pupil premium children who were in Year 1 passed the Phonics Screen. The child who did not pass the phonics screen has ongoing phonics support. The school's rigorous approach to the teaching of phonics is having positive outcomes.

At the end of KS2 in 2024, there were 10 pupils who were eligible for pupil premium. 3 out of the 10 children attained at the expected standard in RWM. 3 out of the 10 children eligible for pupil premium also had additional needs and 1 child had an Education Health care Plan.

The ongoing CPD that is provided for staff is showing to be having a positive impact upon pupil outcomes.

Development of subject leadership has had a positive impact upon the curriculum provided for the children.

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.

Children's wellbeing and mental health is being improved through engagement with Kalmer Counselling Services, parents talk very positively upon the impact this support has had upon their children. Parents also welcome the support provided by the extra -curricular activities offered by the teaching staff, activities such as Mindfulness and Yoga.

We try to offer the children a variety of experiences that widen their knowledge, skills and cultural capital.

## Service Pupil Premium Funding

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

Last academic year, 6 pupils were eligible for the service premium. The fund was used to offer emotional support to 2 of the 6 pupils. Small group intervention was used to support 3 children who were not reaching expected standard (2 in KS1 and 1 in LKS2) and 3 pupils received support to challenge them to reach greater depth in at least one curriculum area at the end of KS1 and KS2.

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

The 2 children who received emotional support are better equipped to use strategies to regulate their emotions.

The 3 children who were not reaching expected standard are making good progress from their starting points.

The child in Y2 who was supported to reach greater depth, did so in reading and writing.

One of the two Year 6 pupils who was eligible for the service premium, reached greater depth in maths at the end of KS2.

### 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	
Rollama	
Talk Boost	Talk Boost
Nuffield Early Language Intervention (NELI)	Nuffield Foundation

<b>Jigsaw PSHE</b>	<b>Jigsaw</b>	
--------------------	---------------	--

Doodle Maths	Discovery Education
Doodle Tables	Discovery Education

