



'Together we grow'



Emmaville Primary School Pupil Premium Strategy Statement 2020-21

School overview

Metric	Data
School name	Emmaville
Pupils in school	Reception to Y6 - 394
Proportion of disadvantaged pupils	66 - 17%
Pupil premium allocation this academic year	£88,905
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	February 2021
Statement authorised by	Avril Armstrong
Pupil premium lead	Avril Armstrong
Governor lead	Bill Purvis

Disadvantaged pupil progress scores for last academic year - Data is taken from 2018-19 as there has been no published data for 19/20

Measure	Score
Reading	-1.0%
Writing	-2.3%
Maths	-2.6%

Strategy aims for disadvantaged pupils - Data is taken from 2018-19 as there has been no published data for 19/20

Measure		Score
Meeting expected standard at KS2		50%
Achieving high standard at KS2		5.6%
Measure	Activity	
Priority 1	Ensure all relevant staff have received paid-for training to use and deliver Accelerated Reader	
Priority 2	Ensure that relevant staff have received training on the development and use of a Recovery Curriculum for Maths and English	
Barriers to learning these priorities address	Ensure that disadvantaged pupils make good progress in reading, writing and maths	
Projected spending	£7,000	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children to be able to ready to progress in reading at the end of Key Stage 2	July 2021
Progress in Writing	Children to be able to ready to progress in writing at the end of Key Stage 2	July 2021
Progress in Mathematics	Children to be able to ready to progress in maths at the end of Key Stage 2	July 2021
Phonics	Children in Year 1 (who will be in Year 2 when they take the phonics screen) to achieve at least the national average expected standard in PSC	Autumn term 2021
Other	Support the children's mental health and wellbeing to improve attainment and achievement	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to embed the use of RWI Phonics & Catch up across all year groups to increase progress and attainment in Reading
Priority 2	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
Priority 3	Ensure that the library area is organised and well-stocked for the introduction of Accelerated Reader
Priority 4	Whilst working remotely, teaching assistants to provide virtual one to one or small group support sessions for disadvantaged pupils
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
Priority 6	As teaching assistants cannot cross bubbles, disadvantaged pupils will receive additional support to close gaps in learning
Barriers to learning these priorities address	School has been closed to pupils during the pandemic. In order to address any gaps in learning, children will be assessed before the introduction of the recovery curriculum, so that the appropriate support can be put in place for those children who are not ready to progress.
Projected spending	£62,905

Wider strategies for current academic year

Measure	Activity
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Priority 1	To support the Year 6 pupils with transition, engage in the Big School Breakthrough programme
Priority 2	Support pupils' mental health by engaging with Kalmer Counselling Services
Priority 3	April 2021 - Engage in the Achievement for All wellbeing programme
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
Barriers to learning these priorities address	To support the mental wellbeing of pupils and to improve their aspirations and ultimately their attainment
Projected spending	£19,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Whilst staff are working remotely, ensure that they are accessing relevant professional development training that will improve outcomes for children in receipt of pupil premium</p> <p>Ensuring that intervention strategies are appropriate to the needs of pupils</p>	<ul style="list-style-type: none"> • Virtual termly RWI Development Days to support teaching & learning • Staff to access the Gateshead Raising Achievement training programmes • CPD for mental health and wellbeing • Class/intervention planning and pupil outcomes show that target children are receiving appropriate support • Headteacher & Assistant Headteacher, responsible for

		assessment, to use pupil progress meetings to discuss success of intervention strategies/groups
Targeted support	Ensuring that all pupils are accessing relevant support that is impacting upon their progress	<ul style="list-style-type: none"> • Headteacher, Assistant Headteacher & SENDCo to monitor the effectiveness of the intervention groups
Wider strategies	<p>Ensuring that all disadvantaged pupils are receiving appropriate social and emotional support</p> <p>Ensuring that disadvantaged pupils have access to enrichment activities</p>	<ul style="list-style-type: none"> • Working with Kate Yeoman from Kalmer Counselling Services • Year 6 teachers to work with Sam Moniet from the Big School Breakthrough programme • The Achieving Wellbeing Team to work with Robert Thompson • Pupils to access virtual enrichment activities

Review: last year's aims and outcomes

Aim	Outcome
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