

Emmbrook Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Emmbrook Junior School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	November 2023
Statement authorised by	J Usher (Head Teacher)
Pupil premium lead	L Brant (Inclusion Lead)
Governor / Trustee lead	C Mitchell (Vice CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Amount shown is for financial year 1.4.22 - 31.3.23)	£24,890
Recovery premium funding allocation this academic year (Amount shown is for financial year 1.4.22 - 31.3.23)	£2,574
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,464

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
 - **Disadvantaged pupils should make at least expected progress across the curriculum and have equal access to the wider curriculum.**

 - **All pupils should be ready for the next stage in their education.**

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

By addressing the specific gaps in pupils' knowledge and understanding rates of progress from starting points can be accelerated. By ensuring inclusive practise is developed and improved across the school children can make progress in line with peers and become ready for the next stage in their education (the next year group or key stage).

Tutoring either 1:1 or in small groups will allow disadvantaged pupils to embed and reinforce the knowledge and understanding they need to be successful.

Nurture support for disadvantaged pupils will improve well-being and mental health ensuring additional academic provision can be and is effective in raising achievement.

Buy in from parents will mean that children are also supported at home increasing the likelihood that planned strategies have a lasting impact. Provision for access to extra-curricular activities gives children the means of accessing the wider curriculum in terms of sports and arts activities. Speech and language development along with vocabulary acquisition linked to the curriculum supports oracy skills and access to the wider curriculum.

- *What are the key principles of your strategy plan?*
 - **Identifying and addressing gaps in knowledge and understanding**
 - **Ensuring inclusive practise across the school**
 - **Providing smaller group teaching for Y6 pupils**
 - **Tutoring for disadvantaged pupils**
 - **Nurture support for all disadvantaged pupils**
 - **Engagement with parents & carers**
 - **Provision for extra-curricular activity**
 - **Speech and language development**
 - **Supporting children with vocab acquisition**

Challenges

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

Challenge number	Detail of challenge
1	<i>Vocabulary Acquisition & Speech and language development</i>
2	Comprehension Skills
3	Reading Opportunities – increased regularity if reading; use of appropriate reading apps; support reading at home
4	Embedding of maths skills
5	Poor sense of self-esteem – well-being
6	Attendance

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
Disadvantaged pupils should make at least expected progress across the curriculum and have equal access to the wider curriculum.	<p>Data for reading, writing and mathematics will show DP pupils have made at least expected progress from their starting points.</p> <p>10-20% of disadvantaged pupils will make accelerated progress from their starting points.</p> <p>All disadvantaged pupils will have attended at least one extracurricular club.</p> <p>Attendance will be in line with that of peers</p>
Children will be ready for transition to the next stage of their education.	<p>Year 6 disadvantaged pupils will report they are secondary ready.</p> <p>Parents of Year 6 disadvantaged children will report they feel their children are prepared for the next phase of the education.</p> <p>Disadvantaged pupils in other year groups will be ready to access learning in the next year group (allowing for other needs e.g. SEND or EAL). Evidenced through progress data and pupil interviews at end of key stage (sample exit interviews).</p>

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

Budgeted cost: £4,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ (The spend in this area will come from the training budget in 2022-23)	1 – 4
<i>Power Maths</i>	Mastery Approach to Mathematics - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning (The spend in this area will come from the curriculum budget in 2022-23)	4
<i>Accelerated Reader</i>	Internal data has shown a 7 month gain over a period of 4 months for an impact of +3months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (The spend in this area will come from main school budget 2022-23)	2 & 3

Targeted academic support

Budgeted cost: £ 19,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring Groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 – 4
<i>Structured Interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions HAST Language Link Phonics Dynamo Math Simple View	1 - 5

	ABC Reader Dyslexia Gold	
<i>Classroom Support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 - 4
<i>Development of oracy</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.sciencedirect.com/science/article/pii/S0959475218303839	1 & 2

Wider strategies

Budgeted cost: £13,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increasing/Improving attendance e.g. provision for travel - bus passes</i>	Supporting attendance leads to improved outcomes. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	6
<i>Nurture Support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Calm Corners Sensory resources PPG champions	5
<i>Provision for extra-curricular activities e.g. clubs and trips</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation A school led club per term for all PPG children – this to be monitored (develop strategy for engaging reluctant families) All trips subsidised for PPG children Standing Desks Fidget Toys Additional books for more able PPG children	5 & 6

Total budgeted cost: £37,210

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

From assessment point 1 (Autumn Term) 2021/22 to assessment point 3 (Summer Term) teachers' assessments:*

87% expected progress or better in reading

100% expected progress or better in writing

87% expected progress or better in maths

7% better than expected progress in maths

Attainment Data from Summer 2021-22

80% achieved age related expectations in reading, writing and maths (**increase of 23% on previous year**)

13% achieved above age related expectations in reading, writing and maths (increase of 3% on previous year)

73% achieved age related expectations in reading (70% in 2020-21)

20% achieved above age related expectations in reading (25% in 2020-21)

73% achieved age related expectations in writing (70% in 2020-21)

13% achieved above age related expectations in writing (10% in 2020-21)

67% achieved age related expectations in maths (75% in 2020-21)

27% achieved above age related expectations in maths (25% in 2020-21)

Assessments were carried out by teachers using a combination of NFER summative assessment papers and both internally and externally moderated teacher judgments.

Attendance for PP children in 2021-22 was 94.2% compared to 94.5 in 2020-21

The number of parents that attended parent consultations has continued to be above 90%, this is a significant improvement compared to 2019-20 where attendance by parents was just above 50% and continues the trend from the previous academic year.

** Excluding pupils for whom we have no data due to in year transfers*

100% of PPG children attended at least one extra-curricular club in 2021-22.
28% took part in more than one extra-curricular club in 2021-22.

100% of Year 6 disadvantaged pupils will reported that they felt they were secondary ready.

100% of Year 6 disadvantaged pupils were at age related expectations or better for reading & 33% exceeded expectations.

100% of Year 6 disadvantaged pupils were at age related expectations or better for writing & 33% exceeded expectations.

66% of Year 6 disadvantaged pupils were at age related expectations or better for maths & 33% exceeded expectations.

Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>Our service pupil premium funding was used to supplement and support the above programs with the pupil in question directly benefiting from these initiatives.</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>The pupil that attracted this funding made expected progress in all core subject areas and better than expected progress in reading. The pupil achieved age related expectations in all subject areas and exceeded expectations in reading.</i>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- *Pupil Premium Champions (see nurture support)*

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>