



Pupil premium strategy statement – Emmbrook Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	9.7% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	J Usher (Head Teacher)
Pupil premium lead	C Liddiard (Assistant Head Teacher for Inclusion)
Governor / Trustee lead	C Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,420
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 3,190
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 36,610

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 will 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).
 - Targeted interventions, 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, including using flexible groupings
 - Targeted interventions for disadvantaged pupils
 - Nurture support for disadvantaged pupils
 - Engagement with parents and carers
 - Provision for extra-curricular activity
 - Speech and language development
 - Supporting children with vocabulary acquisition



Challenges

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

Challenge number	Detail of challenge
1	Vocabulary acquisition & speech and language development
2	Comprehension skills
3	Reading opportunities – increased regularity of reading; use of appropriate reading apps; support reading at home
4	Embedding of maths skills
5	Poor sense of self-esteem which impacts 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.	Data for reading, writing and mathematics will show DP pupils have made at least expected progress from their starting points. 10-20% of disadvantaged pupils will make accelerated progress from their starting points. All disadvantaged pupils will have attended at least one extracurricular club. Attendance will be in line with that of peers.
Children will be ready for transition to the next stage of their education.	Year 6 disadvantaged pupils will report they are secondary ready. Parents of Year 6 disadvantaged children will report they feel their children are prepared for the next phase of the education. 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).
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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: £ 4,447 (estimated)

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/	1 – 4
<i>Power Maths</i>	Mastery Approach to Mathematics - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	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	2 & 3

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

Budgeted cost: £ 19,407(estimated)

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 Precision Teaching ABC to Read Flash Academy PiXL	1 - 5
<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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13, 326 (estimated)

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 2x Nurture Assistants 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)	5 & 6



EMMBROOK JUNIOR SCHOOL

	All trips subsidised for PPG children Standing Desks Fidget Tools Additional books for more able PPG children	
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Total budgeted cost: £37,210 (estimated figure)



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Data from Summer 2022/23

Year 3

50% achieved age related expectations or better in reading

50% achieved age related expectations or better in writing

17% achieved age related expectations or better in maths

Year 4

83% achieved age related expectations or better in reading & 33% exceeded expectations

67% achieved age related expectations or better in writing

100% achieved age related expectations or better in maths

Year 5

57% achieved age related expectations or better in reading

43% achieved age related expectations or better in writing

29% achieved age related expectations or better in maths

Year 6

60% achieved age related expectations or better in reading

80% achieved age related expectations or better in writing

100% achieved age related expectations or better in maths

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

Attendance for PP children in 2022/23 was 95.8% compared to 94.2% in 2021/22

The number of parents that attended parent consultations has continued to be above 90%.

** 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 2022/23.

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

60% of Year 6 disadvantaged pupils were at age related expectations or better for reading in line with 59% for the local authority.



80% of Year 6 disadvantaged pupils were at age related expectations or better for writing compared to 53% for the local authority.

100% of Year 6 disadvantaged pupils were at age related expectations or better for maths compared to 54% for the local authority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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: **How our service pupil premium allocation was spent last academic year**

Our service pupil premium funding was used to supplement and support the above programs with the pupil in question directly benefiting from these initiatives.

The impact of that spending on service pupil premium eligible pupils

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.



Further information (optional)

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

- *Pupil Premium Champions and 2x Nurture Assistants (see nurture support)*

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