



# 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 ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 – 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	N York (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	£ 37,290
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>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 37,290





# 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 practice 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 practice 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
<b>Disadvantaged pupils should make at least expected progress across the curriculum and have equal access to the wider curriculum.</b>	<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>
<b>Children will be ready for transition to the next stage of their education.</b>	<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).</p> <p>Evidenced through progress data and pupil interviews at end of key stage (sample exit interviews).</p>





## Activity 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff	<a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a> (The spend in this area will come from the training budget in 2024-2025)	1 – 4
<i>Power Maths</i>	Mastery Approach to Mathematics - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> (The spend in this area will come from the curriculum budget in 2024-2025)	4
<i>Accelerated Reader</i>	Internal data has shown a 7 month gain over a period of 4 months for an impact of +3months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> (The spend in this area will come from main school budget 2024-2025)	2 & 3

### Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured Interventions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> Speech and Language Link Phonics – Read, Write, Inc Precision Teaching ABC to Read	1 - 5



	Flash Academy PiXL	
<i>Classroom Support</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1 - 4
<i>Development of oracy</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://www.sciencedirect.com/science/article/pii/S0959475218303839">https://www.sciencedirect.com/science/article/pii/S0959475218303839</a>	1 & 2

## Wider Strategies

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. <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>	6
<i>Nurture Support</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 2x Nurture Assistants Family Support Worker Calm Corners in each classroom Break out spaces, such as the nurture room Sensory resources such as standing desks, ear defenders and fidget tools PPG champions Zones of Regulation Lego Therapy Nurture	5
<i>Provision for extra-curricular activities e.g. clubs and trips</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5 & 6





	<p>A school led club per term for all PPG children – this to be monitored (develop strategy for engaging reluctant families)</p> <p>All trips subsidised for PPG children</p> <p>Additional books for more able PPG children</p>	
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**Total budgeted cost: £37,290**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

*From assessment point 1 (Autumn Term) 2023/2024 to assessment point 3 (Summer Term) teachers' assessments\*:*

60% expected progress or better in reading

80% expected progress or better in writing

53% expected progress or better in maths

*Attainment Data from Summer 2023/2024*

6% achieved age related expectations in reading, writing and maths

0% achieved above age related expectations in reading, writing and maths

60% achieved age related expectations in reading

7% achieved above age related expectations in reading

33% achieved age related expectations in writing

0% achieved above age related expectations in writing

27% achieved age related expectations in maths

0% achieved above age related expectations 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 2023/2024 was 92.5%.

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 2023/2024.





100% of Year 6 disadvantaged pupils reported that they felt they were secondary ready.  
71% of Year 6 disadvantaged pupils were at age related expectations or better for reading & 0% exceeded expectations.  
71% of Year 6 disadvantaged pupils were at age related expectations or better for writing & 29% exceeded expectations.  
43% of Year 6 disadvantaged pupils were at age related expectations or better for maths & 29% exceeded expectations.

## 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

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

- We have 2x Pupil Premium Champions and 2x Nurture Assistants
- We also have a Family Support Worker
- We work closely with external services, such as Cowshed, to ensure our Pupil Premium families get clothing donations and donations for gifts for Christmas
- We are also in the process of implementing an Emmbrook Junior School Community Foodbank

