

Emmanuel Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Emmanuel C of E Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	26 th November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kate Roscoe Head of School
Pupil premium lead	Kate Roscoe
Governor lead	Richard Blyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£56,770

Part A: Pupil premium strategy plan

Statement of intent

We are an ambitious and inclusive school where our vision is for all pupils to experience life in all its fullness now and in the future (see our vision statement.) We strive for academic excellence and for positive mental health for all pupils, regardless of their background, and full participation in all our wide-ranging school activities for all pupils.

Our Pupil Premium Strategy, alongside our wider school improvement plan is one part of how we seek to redress any inequalities and enable all pupils to achieve highly and experience an inspiring range of opportunities.

We currently have a below national number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group and we also include in the provision detailed in this strategy a wider group of ‘disadvantaged’ pupils with individual needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Supporting attainment and progress – reading, writing and maths</p> <p>We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that while our disadvantaged represent small numbers of each cohort, they are outperformed by their peers in Reception but this gap is closed by Year 6.</p>
2	<p>Pupil premium and SEN</p> <p>The data shows that children in receipt of pupil premium are over-represented when it comes to SEND. Although 13% of our school are on the SEND register of need,</p> <ul style="list-style-type: none"> ➢ 23% of children that are on our SEND register of need are from disadvantaged homes. ➢ 44% of the children who have an EHCP or ENG are also in receipt of pupil premium

3	<p>Individualised curricula</p> <p>Observations and discussions with teachers show that a significant number of pupil premium children with SEND require an individualised curriculum to access learning effectively. Staff report that these pupils often need highly tailored tasks, adapted resources, and a slower pace of progression to secure foundational knowledge. Teachers highlight that without this level of personalisation, pupils can quickly become overwhelmed or disengaged, leading to gaps in understanding and reduced confidence. This need for bespoke provision places additional demands on staffing and curriculum planning, but is essential to ensuring equitable progress for this group.</p>
4	<p>Pupil premium and attendance and punctuality</p> <p>Observations and discussions with teachers indicate that pupils who are both disadvantaged and have complex SEND needs are more likely to experience difficulties with attendance and punctuality. Staff note that factors such as increased medical appointments, heightened anxiety around transitions, and irregular routines at home can result in more frequent absences or late arrivals. These patterns, while often linked to genuine vulnerability, have a disproportionate impact on learning time and create additional barriers to consistent progress for this group.</p>
5	<p>Supporting mental health and wellbeing</p> <p>Through observations in the classroom and from wellbeing surveys carried out by our ELSA, we have identified that a number of our disadvantaged pupils have emotional or mental health needs including low levels of resilience, low self-belief or self-esteem needs. We want to support these pupils' well-being and personal development by ensuring they have access to ELSA support, 1:1 pastoral support with a teaching assistant, or 1:1 support from our school counsellor and enrichment activities.</p>

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
Improved attainment and progress in reading, writing and maths for disadvantaged pupils	Termly tracking shows PP pupils making progress at least in line with peers; attainment gaps identified at the end of Reception are reduced; Year 6 data confirms sustained or improved outcomes.
Enhanced access to the curriculum for pupil premium pupils with SEND	Disadvantaged pupils with SEND are fully engaged in learning; individualised learning goals are met; teacher assessments, SEND reviews, and work samples demonstrate progress.
Increased attendance and punctuality for disadvantaged	Attendance rates for PP pupils are at least in line with national expectations; reduction in late arrivals

pupils, particularly those with complex SEND	and missed sessions; family/pastoral interventions result in measurable improvements in attendance.
Improved wellbeing, resilience and self-esteem for disadvantaged pupils	Pupils demonstrate increased resilience and positive attitudes to learning; ELSA and wellbeing survey data show improved emotional health; reductions in behaviour or anxiety-related incidents are recorded.
Improved participation in enrichment and extra-curricular activities to support personal development.	All disadvantaged pupils attend at least one after school club and participate fully in all enrichment activities within the school day, including our residential trip.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource DfE validated Systemic Synthetic Phonics programme that supports word writing.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Teachers' opportunities for professional development courses (Camden Learning)	Courses will help improve the quality of teaching in school by keeping teachers up to date with evidence- based teaching and learning strategies. EEF Teacher Development	1 and 2
Enhancement of our maths intervention programme. We will fund TA release time to train up on the appropriate interventions.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1	1,2
Continue to fund extra TA to ensure that the class with the highest proportion of PP pupils have access to high quality intervention	This evidence from the EEF explains: "Use high quality structured interventions to help pupils who are struggling with their literacy"	1
ELSA to work with vulnerable pupils and their families	National referrals to support mental health concerns in children are up 134%. Pastoral care in schools is essential in identifying families in need of support. DfE Supporting Educational Well-Being	5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase physical synthetic systematics phonics books to support the teaching of phonics and developing reading fluency	Currently children read at home on devices using e-books on Oxford Owl. Research from the EEF Beyond the book suggests that physical books are more effective than e-books for developing certain reading skills in children due to the hands-on interaction and the way the brain processes the physical act of turning pages.	1, 2 and 3
Provide 1:1 reading weekly with TA for disadvantaged pupils	Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support (EEF, 2019) EEF Interventions	1 and 2
Writing conferencing delivered by Class Teacher/ Teaching Assistant including those at the higher standard.	This is in line with EEF recommendations for Effective Feedback. 'Feedback should focus on moving learning forward, targeting the specific learning gaps that pupil's exhibit.'	1
Whole school access and parent access to ELSA	EEF Improving Social and Emotional Learning in Primary Schools EEF Working with parents to support children's learning	5
Additional teacher and teaching assistant time directed at -individual reading sessions -individual/group phonics 'keep up' -individual or small group Maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: "Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy."	1 and 2

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

Budgeted cost: £16,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in extracurricular and enrichment activities, through financial contribution	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being	3 and 5
Fund attendance officer to track and monitor attendance across the school but particularly for those in receipt of pupil premium	Research from the Health Foundation shows a strong positive correlation between school attendance and academic attainment:	4
Invite a range of visitors to do assemblies and workshops with children to raise their aspirations	Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life. Ofsted 2019 Cultural Capital	5
Offer disadvantaged children a fully funded place on our Year 6 residential trip	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being	5
Redeploy lunchtime assistant to the Alpha building so the youngest children with highest needs can have adult support throughout lunchtime as well as in lesson time	Research from EEF Personal Social and Emotional Development shows that school staff supporting children socially at lunchtime enhances their school connection, academic performance, and overall well-being. This support involves staff acting as facilitators of play and social interaction.	3

Total budgeted cost: £ 56,770

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 2024 to 2025 academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. Our analysis of data (comparison of pupil premium/non-pupil premium group progress and attainment) shows that pupil premium children achieved in line with their non-pupil premium peers in all areas at the end of KS2.

In Reception, 50% of [pupil premium children achieved GLD compared with 82% of their non-pupil premium peers, however with a cohort of only 2 pupil premium children in last year’s Reception, the data set is too small to be representative.

Positive feedback from pupils and parents tells us that they value the wide range of opportunities provided at school including the range of after school clubs and our school journey. In 2024/2025 all our eligible KS2 pupils took part in at least one opportunity to represent the school in sports or arts activities and all participated in all class trips, including our residential trip, and after school clubs.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.