

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Emmanuel C of E Primary School |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | 7 th November 2023 |
| Date on which it will be reviewed | November 2024 |
| 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 | £41,750 |
| Recovery premium funding allocation this academic year | £2718 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £44,468 |

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|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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 | Supporting attainment and progress – reading, writing and maths 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 disadvantage pupils are making accelerated progress, some individual are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths. |
| 2 | Supporting mental health and wellbeing 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. |

| | |
|---|--|
| 3 | <p>Supporting cultural capital and aspiration</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 low cultural capital or aspiration. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular programme.</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 reading, writing and maths attainment and progress for individual disadvantaged pupils. | Percentages of disadvantaged pupils reaching at least the expected standard in KS1 reading, writing and maths over the three years of this plan are in line with percentage for other pupils. |
| Sustained increase in pupil well-being and personal development amongst disadvantaged pupils and their families, through participation in a wide range of activities led by our pastoral support team. | Increase in well-being demonstrated through wellbeing surveys; increase in personal development demonstrated through PSHE assessments, for example. |
| 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,024

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Training for all staff on our SSP | The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils | 1 |
| Training for teachers on ensuring that reading for pleasure and teaching reading strategies are assimilated | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading. | 1 and 3 |
| Purchase open-ended concrete manipulatives to support mathematical understanding | This evidence from the EEF explains the importance of using manipulatives for early acquisition of number sense. | 1 |
| Purchase SSP’s reading scheme for Year 2 | This evidence from the EEF explains: “Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.” | 1 |
| Recruit 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 |

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

Budgeted cost: £ 20,239

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide 1:1 reading weekly with TA for disadvantaged pupils | The DfE 2021 Reading Framework includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being. | 1 and 2 |
| Whole school access and parent access to ELSA | <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF evidence for supporting parents https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> | 2 |
| <p>Additional teacher and teaching assistant time directed at</p> <ul style="list-style-type: none"> -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 3 |

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

Budgeted cost: £3,718

| 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 |
| 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 | 3 |

Total budgeted cost: £ 44,468

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 2022 to 2023 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 have made year-on-year progress in Reading since 2018, however in 2022-2023 the disadvantaged gap widened again.

Of pupils eligible for pupil premium funding who left Year 6 in 2023, 80% achieved the expected standard in Reading, 40% in Writing, 60% in Maths, and 40% for the Combined. This was lower than their non-pupil premium counterparts in all areas. However, the progress score of pupil premium children in Reading of 1.31 was above Camden's average of 1.21.

This is obviously a target for 2023-2024, that disadvantaged children perform as well as their non-disadvantaged peers, or that their attainment and progress in is line with Camden and National figures.

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 2022/23 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 |
|--|---------|
| 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.