



Pupil Premium Action Plan and Evaluation 2015-2016

School's Pupil Premium Profile	
Total number of pupils in the school:	238 (Including Nursery)
Number of PP eligible pupils & characteristics:	41 PP (R-Y6)= 17% FSM=54% (22 pupils) Boys 54% (22) & 46% (19)girls Reception 1pp Year 1- 6 pp Year 2- 3pp Year 3- 13 pp Year 4 -10pp Year 5-4 pp Year 6- 4 pp
Amount per pupil:	£1323
Total pupil premium budget:	£59,400

Drop in attendance since Reception.
 Below 96%
 Action: monitor individuals

Improvement in Y2 attendance figures. ABOVE 96%
 Action: monitor individuals

Year 3 big improvement. ABOVE 96%.
 Action: monitor

Total % Attendance
 Nur, Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (39 pupils)

Year Group	No. of Pupils	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	5	89.1%	95.8%	93.3%	-	-	-	-	-
Year 2	3	-	91.5%	96.5%	96.1%	-	-	-	-
Year 3	13	-	95.0%	94.1%	95.4%	97.0%	-	-	-
Year 4	10	-	94.7%	92.3%	93.6%	93.6%	94.3%	-	-
Year 5	4	-	97.6%	99.1%	99.0%	97.4%	98.8%	98.3%	-
Year 6	4	-	96.6%	96.2%	97.1%	97.1%	97.3%	96.9%	95.9%

Y4 attendance consistently BELOW 96%
 Action: monitor individuals- invite to meeting. Main focus.

Y5 attendance consistently ABOVE 96%
 Action: monitor

Y6 attendance ABOVE 96%.
 Action: monitor



Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	Last Ofsted inspection was July 2007. Review of pupil premium was not in place at that time. A quote from the report indicates that <i>'Those with learning difficulties and disabilities receive excellent support from highly competent teaching assistants. This enables them to make tremendous strides towards achieving their targets. No groups of pupils underachieve.'</i>
Summary of school's performance data-end of KS2 July 2016:	% achieving national standard or above Reading- 64% School, 72%Camden, 66% National Writing- 64% School, 72% Camden, 66% National Maths- 86% School, 79% Camden, 70% National
School's pupil premium statement:	At Emmanuel we have the highest expectations for all our children, ensuring that each child reaches their full potential, both academically and socially. In order to do this we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We provide a rich and applied curriculum, which makes an exceptional contribution to pupils' outcomes, and with individualised learning so that children are engaged and achieve exceptionally well now, and at the next stage of their education and in adult life.

Action Plan- Part 1					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Improving Maths levels for disadvantaged pupils in Upper Key Stage 2 .	Gaps in core understanding of basics including place value, multiplication and number facts.	Improved engagement and attainment.	Gap in expected level in Maths between disadvantaged pupils and others reduced from previous year.	Smaller class sizes in Years 5 and 6 with qualified teachers to target individuals. <i>EEF indicates +8 months for effective</i>	Autumn Term 2015 From analysis of Autumn Term 1 2015 data new intervention groups set up. Achievement Teacher (AT) fed back on Children's progress at SLT meeting October half term. Decided on which



				<p><i>feedback.</i> <i>EEF indicates +4 months reducing class size.</i></p> <p>1:1 tuition sessions with Achievement Teacher.</p> <p><i>EEF indicates +5 months attainment and progress.</i></p>	<p>pupils need to continue with extra support and those whose needs can be met in whole class setting.</p> <p>Spring Term 2016 AT fed back to SLT at pupil progress meetings- continue with smaller groups for maths in Year 6 and booster classes in the afternoon for maths. Additional Maths tuition set up for Year 6 pupils after school with AT.</p> <p>Summer Term 2016 Analysis of Summer Data shows: Additional support to be put in place in September for new Year 6 class (current Year 5s). Team teach with Year 6 Class Teacher (based on success of team teaching Year 6 for Maths this academic year- 86% of pupils working at or above in Maths, 79% Camden, 70% National).</p>
Improving Writing levels for disadvantaged pupils in Upper Key Stage 2.	Basic grammar and key features of different types of text not used consistently in writing.	Improved engagement and attainment.	Improvement in standards of writing towards expected levels.	<p>1:1 Literacy sessions with Achievement Teacher to edit writing and accelerate progress in basic literacy skills.</p> <p>Group and individualized</p>	<p>Autumn Term 2016</p> <p>AT fed back on pupil's progress to SLT October half term. Decided on which children needed to continue with extra support with writing and which children's needs could be met in the whole class setting.</p>



				<p>intervention weekly group.</p> <p><i>EEF indicates +5 months attainment and progress for 1:1 tuition.</i></p>	<p>Spring Term 2016 AF fed back to SLT at pupil progress meetings- small booster groups in Year 6 introduced for SPAG in the afternoons with Achievement Teacher and Literacy Subject Leader.</p> <p>Summer Term 2016 Analysis of Summer Data shows: additional support to be put in place in September for new Year 6 class (current Year 5s) to boost standards in writing. Class Teacher (Literacy Subject Leader) to lead intervention in Autumn Term 2016.</p>
<p>Improving Comprehension levels for disadvantaged pupils in Upper Key Stage 2.</p>	<p>Focus on accelerating progress in comprehensions skills across different types of text.</p>	<p>Improved engagement and attainment.</p>	<p>Answering higher level questions correctly in assessments.</p>	<p>1:1 and small group sessions with Class Teacher and Achievement Teacher</p> <p><i>EEF indicates +5 months for one to one tuition and comprehension.</i></p> <p><i>EEF indicates +5 months reading comprehension strategies.</i></p>	<p>Autumn Term 2016 Analysis of Autumn Term 2015 data in SLT.</p> <p>AF fed back on Children's progress at SLT meeting October half term. Decided on which children needed to continue with extra support and which children no longer needed support.</p> <p>Spring Term 2016 AT fed back to SLT at pupil progress meetings- small booster groups introduced for SAPG and Grammar in</p>



					<p>the afternoons with Achievement Teacher and Literacy Subject Leader.</p> <p>Summer Term 2016 Analysis of Summer Term Data shows: additional support to be put in place in September for new Year 6 class (current Year 5s) to boost standards in reading. Class Teacher (Literacy subject leader) to lead intervention. Additional support to be put in place for Year 5 (current year 4) to raise standards in reading. Achievement Teacher and Class Teacher responsible for plotting intervention- weekly comprehension skills based lessons to be introduced September 2016 in Year 5 and Year 6.</p>
<p>Improving Maths levels for disadvantaged in Lower Key Stage 2.</p>	<p>Gaps in core understanding of basics including place value, multiplication and number facts.</p>	<p>Improved engagement and attainment.</p>	<p>Gap in expected level in Maths between disadvantaged pupils and others reduced from previous year.</p>	<p>Smaller class sizes in Year 4 with qualified teachers to target individuals.</p> <p>Year 3 daily 'catch up' Maths sessions with Achievement Teacher</p> <p><i>EEF indicates +8 months for effective feedback.</i></p> <p>1:1 tuition sessions with Achievement Teacher.</p>	<p>Autumn Term 2015 Analysis of Autumn Term 2015 data. AT fed back on pupils' progress to SLT October half term. Decided on which pupils needed to continue with extra support and which pupils needs could be met in the whole class setting. All pupil premium children in Year 3 and 4 to continue with extra support in maths. Year 3 'catch up' morning maths sessions to continue.</p> <p>Spring Term 2016 AF fed back to SLT at pupil progress</p>



				<p><i>EEF indicates +5 months for one to one tuition and comprehension.</i></p>	<p>meetings- Year 4 Maths groupings to change-some pupils to go back into whole class teaching and new children to join small group. Monitor progress.</p> <p>Girl only Maths group for Year 3 to be set up to build girl's confidence and engage and motivate girls in Maths.</p> <p>Summer Term 2016 Analysis of Summer Data shows: Continue with small groupings in Maths for current Year 4s when in Year 5 in September 2016. Achievement Teacher and Maths Subject Leader to plan support for September 2016.</p> <p>Year 3 Girls Maths group set up Summer Term 2016. This has boosted the girl's confidence and enjoyment in Maths. Achievement teacher to continue in September 2016 when pupils will be in Year 4.</p>
Improving Writing and Comprehension levels for disadvantaged pupils in Lower Key Stage 2.	Basic grammar and key features of different types of text not used consistently in writing. Focus on accelerating	Improved engagement and attainment.	Gap in expected level in Writing between disadvantaged pupils and others reduced from previous year.	<p>Pupils in Year 3 and 4, 1:1 and small group sessions with Achievement Teacher.</p> <p><i>EEF indicates +5 months for one to one tuition.</i></p>	<p>Autumn Term 2015</p> <p>Analysis Autumn Term 2015 data by SLT and feedback from AT in October- 'catch up' Phonics intervention group set up for Year 3 pupils to improve reading and writing skills.</p>



	progress in comprehension skills.			<i>EEF indicates +8 months for effective feedback.</i>	<p>Spring Term 2016 Year 3 Phonics group set up to support children with reading and spelling x 3 sessions per week. Additional support 1:1 from learning mentor for reading '15 minutes a day' and from reading volunteers x1 session per week.</p> <p>Summer Term 2016 Continued Phonics support in Year 3, x 3 sessions per week to support children with reading and spelling. Additional support from reading volunteers to continue until the end of term and plan for next term-Autumn 2016.</p>
Improving Writing skills for disadvantaged pupils in Key Stage 1 .	Basic grammar and key features of different types of text not used consistently in writing. Also additional phonics sessions to support with reading and writing.	Improved engagement and attainment.	Gap in expected level in Writing between disadvantaged pupils and others reduced from previous year.	<p>Pupils in Year 2, 1:1 and small group sessions with Achievement Teacher x2 sessions per week.</p> <p><i>EEF indicates +5 months for one to one tuition.</i></p> <p><i>EEF indicates +8 months for effective feedback.</i></p> <p><i>EEF indicates +4</i></p>	<p>Autumn Term 2016 Analysis Autumn Term 2015 data- Writing group set up for less able pupils in Year 2, x 2 sessions per week with Achievement Teacher.</p> <p>Spring Term 2016- AF fed back to SLT at pupil progress meetings-writing intervention/ support to continue into Summer Term.</p> <p>Summer Term 2016 Writing Intervention to continue. Three additional pupils added to group based on analysis of Spring Term data.</p>



				<i>months progress Phonics support.</i>	
Improving Maths levels for disadvantaged pupils in Key Stage 1 .	Gaps in core understanding of basics including place value, multiplication and fluency in number facts.	Improved engagement and attainment.	Gap in expected level in Maths between disadvantaged pupils and others reduced from previous year.	<p>Pupils in Year 2, 1:1 and small group sessions with Achievement Teacher.</p> <p><i>EEF indicates +5 months for one to one tuition.</i></p> <p><i>EEF indicates +8 months for effective feedback.</i></p>	<p>Autumn Term 2015</p> <p>Analysis of Autumn Term 2015 data- additional Maths support x2 sessions per week with Achievement Teacher.</p> <p>Spring Term 2016 AT fed back to SLT at pupil progress meetings-Maths intervention/ support to continue.</p> <p>Summer Term 2016 Maths Intervention to continue and 2 additional pupils to join group based on analysis Spring Term data. Maths Subject Leader to support more able Year 2 pupils up to three sessions per week.</p> <p>New Numicon Maths resources purchased to engage and motivate children. Support staff trained on using Numicon resources by AT.</p>
Narrowing the gap in basic skills and PSED from entry to the EYFS .	Below age related expectations at baseline. Lack of basic skills i.e. name writing, independence, social skills.	Gap between disadvantaged and non in Nursery and Reception narrowed by end of year in PSED.	Rapid progress within the Autumn Term and increase in those at age related expectations by the end of the year. Careful tracking of intervention and	Additional full time Nursery Nurse working across the EYFS as a key worker for disadvantaged pupils. Leads targeted intervention, recording	September 2015- July 2016 Pupils supported in 1:1 sessions by Class Teacher and Nursery Nurse.



			monitoring of this means individual needs are met.	progress and keeping parents/team informed. <i>EEF indicates +6 months.</i>	
Improved attendance of disadvantaged pupil in after school clubs.	Cost for parents and disengagement.	Disadvantaged pupils having same access as others and increased enjoyment of school.	Increase in number of disadvantaged pupils attending clubs.	Payment of after school clubs. <i>EEF indicates +2 months for extending school time.</i>	September 2015- July 2016 Gardening club set up for PP children and those who do not attended after school clubs during school day. Gardening club has continued throughout the year with a different group of children each half term. This has been a great success and the children have enjoyed the group. To continue next academic year 2016-17.
Enabling individuals to access provision to match their needs.	Different for all pupils.	School meeting individual needs and of families.	Pupils accessing support or provision tailored to their needs. Measured impact.	Payment of Fortune Green Playcentre (targeted). Instrumental lessons subsidy (targeted).	Ongoing support and provision
Ensuring SEBD needs are met for disadvantaged/in need pupils.	Disengagement and poor fine motor and sensory needs.	Disadvantaged pupils' emotional needs met in a stimulating and nurturing environment.	For individuals and groups to have a stimulating and/or calming space to work resulting in increased engagement in interventions/work.	Pupils to regularly access sensory intervention room in the Alpha building. <i>EEF indicates +4 months for social & emotional learning.</i>	Ongoing support and provision



Action Plan- Part 2						
Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Total cost
Smaller class sizes in Years 4, 5 and 6 to target individuals with qualified teachers.	Improved engagement and attainment. Gap in expected level in Maths between disadvantaged pupils and others reduced from previous year.	Achievement Teacher Literacy and Maths Subject Leaders SENCO	Look at needs of classes and split appropriately- 2015/16 done in year groups and level of additional support required by pupils.	Sept 15	Ongoing Termly	Achievement Teacher PP budget
			Review attainment and progress data termly in PPM.	Termly Dec, April, July		
Individualised intervention weekly with Achievement Teacher. Weekly feedback, planning with class teacher, end of term assessments.	Improved engagement and attainment. Improvement in standards of writing towards expected levels. Answering higher level questions correctly in comprehension tests.	Achievement Teacher SENCO	Achievement Teacher targeted support daily for disadvantaged children in upper key stage 2.	Termly Dec, April, July	Ongoing Termly	Achievement Teacher PP budget
			SLT to review pupil attainment and decide targeted pupils. Write to parents for consent. Create planning formats, assessment on entry and exit formats, timetable.	Termly Dec, April, July		
Achievement Teacher led after school one to one	Improved engagement and attainment. Answering higher level	Achievement Teacher Yr 6 Class	Review assessment data half termly and decide on target pupils.	Oct 15- May 16	Pupil Progress Meeting	Achievement Teacher PPbudget



tuition for Maths in Year 6.	questions correctly in tests.	Teacher Maths Subject Leader SENCO	Write to parents	Sept 15 Jan 16	termly with SLT	
			Achievement Teacher to plan individual programme of tuition for x4 pupils 1 hour after school each week.	Sept 15 and Jan 16		
Group and individual Literacy, Phonics and Maths intervention with Achievement Teacher in Year 2 and 3.	Improved engagement and attainment. Improvement in standards of writing and maths towards expected levels.	Achievement Teacher SENCO	Achievement Teacher to plan and teach weekly intervention sessions. SLT review attainment data half termly and review/ decide on targeted pupils. Write to parents for consent.	Review half termly.	Ongoing Review at Pupil Progress Meetings with SLT and class teachers	Achievement Teacher PP budget
Group and individual Literacy intervention in Year 4 and Year 6.	Improved engagement and attainment. Improvement in standards of writing towards expected levels.	Achievement Teacher Literacy Subject Leader	Achievement Teacher to plan and teach weekly intervention sessions. SLT review attainment data half termly and review/ decide on targeted pupils. Write to parents for consent.	Review half termly	On going Review at Pupil Progress Meetings with SLT and class teachers	Achievement Teacher PP budget
Reading support led by LSA daily for disadvantaged pupils in Key Stage 2	Increased engagement and attainment in Reading. Pupils actively reading	SENCO LSA	SLT to review pupil attainment and decide targeted pupils. Write to parents for consent. Create planning formats, assessment on entry and exit	Ongoing termly	Ongoing Termly	£4000



	for pleasure.		formats, timetable.			
<p>Research teacher training programs/ courses that accelerates progress for disadvantaged pupils e.g. 'Catch up Numeracy' and 'Catch up Literacy'.</p> <p>Research programs that accelerate progress in Maths for girls in Key Stage 2.</p>	<p>Accelerated progress in Maths and Literacy.</p> <p>Increase in engagement and attainment in girl's Maths in Key Stage 2.</p>	<p>Achievement Teacher</p> <p>Maths Subject Leader</p> <p>SENCO</p>	<p>SLT to review evidence of effectiveness of possible teaching programs and decide.</p> <p>New and additional Numicon Resources purchased.</p> <p>Lesson Study to focus on girls underachieving in Maths across the school in September 2016- began in Reception in July 2016.</p>		<p>Set up girl maths group for year 3 and x4 sessions per week- self esteem and confidence in Maths</p>	£800
<p>Additional full time Nursery Nurse working across the EYFS as a key worker for disadvantaged pupils.</p>	<p>Gap between disadvantaged and non in Nursery and Reception narrowed by end of year in PSED.</p>	<p>EYFS Leader</p> <p>Nursery Nurse</p>	<p>Encourage parents to apply in FSM in newsletter & letters.</p>		<p>July 16</p>	<p>£15,000</p>
			<p>Nursery nurse liaise with parents and teachers on target pupils needs. Plan a programme for the half term. Review half termly.</p>	<p>Oct 15</p>		
			<p>Nursery nurse to keep a folder of</p>	<p>Ongoing</p>		



			evidence with baseline data and termly data as well as other evidence of progress on target areas.			
			EYFS Leader review timetabling and monitor impact.	Ongoing		
			Nursery Nurse to create end of year evaluation.	Review termly		
Payment of after school clubs.	Disadvantaged pupils having same access as others and increased enjoyment of school. Increase in number of disadvantaged pupils attending clubs.	Deputy Head	Target disadvantaged pupils to attend clubs. Inform parents school can pay.	Termly	July 16	£500
			Deputy Head to keep a record of numbers and % attending clubs.	Termly		
Payment of Fortune Green Playcentre (targeted)	School meeting individual needs and families. Pupils accessing support or provision tailored to their needs. Measured impact.	SENCO	Review those disadvantaged pupils with limited experiences at home that could benefit from this.	Easter and summer holiday.	July 16	£500
Instrumental lessons subsidy (targeted)		Head of Music	Liaise with parents to offer the option.	Ongoing Termly		
			Review the needs of disadvantaged and offer option for school to fund participation.	Autumn 15	Ongoing	
			Keep a log on numbers attended and impact.	Ongoing Termly		



Additional resources and maintenance of a sensory intervention room in the Alpha building.	Disadvantaged pupils' emotional needs met in a stimulating and nurturing environment. Disadvantaged pupils' emotional needs met in a stimulating and nurturing environment.	SENCO Head Teacher	Head & Inclusion Leader meet to look at range of needs and create plan for Alpha classroom.	Termly	July 16	£2785
			Order additional sensory resources	Ongoing Termly		
			Parents of targeted pupils to view the space. Create timetable for use for SEND and PP	Ongoing Termly		
			.			
Total pupil premium expenditure:						£59,400