



### Pupil Premium Action Plan and Evaluation 2016-2017

School's Pupil Premium Profile	
<b>Total number of pupils in the school:</b>	252 Children- Including Nursery and Reception
<b>Number of PP eligible pupils &amp; characteristics:</b>	37 PP (R-Y6) FSM=54% (22 pupils) Boys 59% (22) & 41% (15) girls Reception 0pp Year 1- 1 pp Year 2- 6pp Year 3- 3 pp Year 4 -13pp Year 5-10 pp Year 6- 4 pp
<b>Amount per pupil:</b>	£1323
<b>Total pupil premium budget:</b>	£60,720 (total calculated on financial year not academic year)

Evidence of school performance	
<b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b>	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> '
<b>Summary of school's performance data-end of KS2 2017:</b>	



<b>School's pupil premium statement:</b>	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.
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Action Plan- Part 1					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Improving Maths levels for disadvantaged pupils in <b>Upper Key Stage 2. Especially target Year 5 pupils.</b>	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 and Maths Subject Leader to target individuals.  Small group maths sessions with Achievement Teacher.  <i>EEF indicates +8 months for effective feedback.</i> <i>EEF indicates +4 months reducing class size.</i> <i>EEF indicates +5 months attainment and progress.</i>	Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.
Improving Writing levels for disadvantaged pupils in <b>Upper Key Stage 2. Especially target Year 5 and year 6 boys.</b>	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.	Small group Literacy sessions with Achievement Teacher and Literacy subject leader in Year 6 to edit and improve writing and accelerate progress in basic literacy skills.  Additional teacher in Year 5 (Assistant Head) to lead Writing intervention with	Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.



				<p>disadvantaged pupils.</p> <p>Group and individualized intervention weekly group.</p> <p><i>EEF indicates +5 months attainment and progress for 1:1 tuition.</i></p>	
<p>Improving Reading and Comprehension levels for disadvantaged pupils in <b>Upper Key Stage 2. Especially target Year 6 boys.</b></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>Smaller group sessions with Class Teachers in Year 5 and 6.</p> <p>Booster groups for Year 6 children with Achievement Teacher and Literacy Subject Leader.</p> <p>Boys reading group to be set up by Literacy subject leader in Year 6. Additional Teacher in Year 5 (Assistant Head) to set up reading intervention with disadvantaged pupils in Year 5.</p> <p>Reading Volunteers to read with disadvantaged pupils x1-2 sessions per week.</p> <p><i>EEF indicates +5 months for one to one tuition and comprehension.</i>  <i>EEF indicates +5 months reading comprehension strategies.</i></p>	<p>Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.</p>
<p>Improving Maths levels for disadvantaged in <b>Lower Key Stage 2. Especially target</b></p>	<p>Gaps in core understanding of basics including place value,</p>	<p>Improved engagement and attainment.</p>	<p>Gap in expected level in Maths between disadvantaged</p>	<p>Smaller class sizes in Years 3 and 4 with Achievement Teacher and Class Teachers to accelerate attainment and progress.</p>	<p>Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.</p>



<p><b>underachieving girls in Years 3 and 4.</b></p>	<p>multiplication and number facts.</p>		<p>pupils and others reduced from previous year.</p>	<p>Year 4- girl's Maths group to build confidence and self esteem x 3 sessions per week. 12 girls in total.</p> <p>Year 4 number fluency skills with Achievement Teacher x4 session per week 8.40-9am</p> <p>Year 3 small group maths sessions with Achievement Teacher x3 sessions per week.</p> <p><i>EEF indicates +8 months for effective feedback.</i>  <i>1:1 tuition sessions with Achievement Teacher.</i>  <i>EEF indicates +5 months for one to one tuition and comprehension.</i></p>	
<p>Improving Writing and Comprehension levels for disadvantaged pupils in <b>Lower Key Stage 2. Especially target underachieving children in Year 4.</b></p>	<p>Basic grammar and key features of different types of text not used consistently in writing. Focus on accelerating progress in comprehension skills.</p>	<p>Improved engagement and attainment.</p>	<p>Gap in expected level in Writing between disadvantaged pupils and others reduced from previous year.</p>	<p>Pupils in Year 3 and 4, small group sessions with Achievement Teacher.</p> <p>Pupils in Year 3 and 4 to have additional guided reading sessions with Achievement Teacher and Class Teachers to support reading and comprehension skills.</p> <p>Phonics group set up for disadvantaged pupils in Year 4. X3 20 minute session per week.</p>	<p>Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.</p>



				<p>Reading program '15 minutes' with Learning Mentor for disadvantaged pupils in Year 3. X2 sessions per week.</p> <p>Reading volunteers to read with reluctant readers and disadvantaged pupils in Years 3 and 4.</p> <p><i>EEF indicates +5 months for one to one tuition.</i>  <i>EEF indicates +8 months for effective feedback.</i></p>	
<p>Improving Writing skills for disadvantaged pupils in <b>Key Stage 1</b>.  <b>Especially target underachieving boys in Year 2.</b></p>	<p>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.</p>	<p>Improved engagement and attainment.</p>	<p>Gap in expected level in Writing between disadvantaged pupils and others reduced from previous year.</p>	<p>Pupils in Year 2, small group sessions with Achievement Teacher x2 sessions per week to support main teaching in class.</p> <p>Additional support for underachieving boys from class TA. Guided and modelled writing sessions from class teacher.</p> <p>Seek advice and support from Literacy subject leader for texts that will excite and engage KS1 boys with their writing.</p> <p><i>EEF indicates +5 months for one to one tuition.</i>  <i>EEF indicates +8 months for effective feedback.</i>  <i>EEF indicates +4 months progress Phonics support.</i></p>	



<p>Improving Maths levels for disadvantaged pupils in <b>Key Stage 1</b>.  <b>Especially target underachieving girls in Year 1.</b></p>	<p>Gaps in core understanding of basics including place value, multiplication and fluency in 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>Pupils in Year 2 small group sessions with Achievement Teacher and class TA to support basic number skills and fluency.</p> <p>New teaching resources such as Numicon to be used to support children. Additional training for staff on how to use Numicon resources most effectively in the classroom to support learning planned for Support Staff Training Autumn Term.</p> <p>Share findings from Lesson Study project in July 2016 on girls' maths in EYFS and how girls learn best in maths with all staff at Lesson Study Inset Autumn Term 2016.</p> <p><i>EEF indicates +5 months for one to one tuition.</i>  <i>EEF indicates +8 months for effective feedback.</i></p>	<p>Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.</p>
<p>Narrowing the gap in basic skills and PSED from entry to the <b>EYFS</b>.</p>	<p>Below age related expectations at baseline. Lack of basic skills i.e. name writing, independence, social skills.</p>	<p>Gap between disadvantaged and non in Nursery and Reception narrowed by end of year in PSED.</p>	<p>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</p>	<p>Full time Nursery Nurse working across the EYFS as a key worker for disadvantaged pupils. Leads targeted intervention, recording progress and keeping parents/team informed.</p> <p>EYFS Leader (Assistant Head and Literacy Subject Leader) to support Class Teachers and Nursery Nurse with</p>	<p>Evaluation of impact added to action plan end of Autumn, Spring and Summer Terms.</p>



			monitoring of this means individual needs are met.	planning and teaching interventions. <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. School to continue free Gardening club for PP children 2016-17.  Computing Coding Club to be set up for disadvantaged pupils by Achievement Teacher.  <i>EEF indicates +2 months for extending school time.</i>	
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).	
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 &amp; emotional learning.</i>	



Action Plan- Part 2						
Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Total cost
<p><b>Smaller class sizes for Maths in Years 3, 4 and 5</b> to target individuals/ groups with qualified teachers.</p>	<p>Improved engagement and attainment.            Gap in expected level in <b>Maths</b> between disadvantaged pupils and others reduced from previous year.</p>	<p>Achievement Teacher            Maths Subject Leader            Year 3,4 and 5 Class Teachers</p>	<p>Look at needs of classes and split appropriately- 2016/17 done in year groups and level of additional support required by pupils.</p>	<p>Sept 16- See <i>Achievement Teacher Timetable for Year 3 and 4. Maths subject Leader timetable for Year 5.</i></p>	<p>Ongoing Termly</p>	<p>Achievement Teacher            PP budget</p>
			<p>Review attainment and progress data termly in PPM.</p>	<p>Termly            Dec, April, July</p>		
<p>Individualised intervention weekly with Achievement Teacher for <b>Writing in Key Stage 1 and Literacy subject leader in upper key stage 2.</b></p> <p>Weekly feedback, planning with class teacher, end of term assessments.</p>	<p>Improved engagement and attainment.            Improvement in standards of <b>writing</b> towards expected levels.            Answering higher level questions correctly in comprehension tests.</p>	<p>Achievement Teacher            Literacy Subject Leader</p>	<p>Achievement Teacher targeted support for disadvantaged children in lower key stage 2.</p>	<p>Termly            Dec, April, July</p>	<p>Ongoing Termly            Pupil Progress Meeting termly with SLT and Class Teachers.</p>	<p>Achievement Teacher            PP budget</p>
			<p>Pupils identified in Pupil Progress Meetings July 2016 for additional support and interventions in September 2016.            Create planning formats, assessment on entry and exit formats, timetable etc.</p>	<p>Termly            Dec, April, July</p>		





<b>Achievement Teacher to lead maths tuition after school for disadvantaged pupils in Year 6.</b>	Improved engagement and attainment. Answering higher level questions correctly in tests.	Achievement Teacher	Review assessment data half termly and decide on target pupils.	Sept 16	Pupil progress Meetings termly with SLT.	Achievement Teacher PP budget
			Write to parents	Sept 16		
			Achievement Teacher to plan individual programme of tuition for x4 pupils 1 hour after school each week from September 2016.	Sept 16		
<b>Group and individual Literacy Intervention with Achievement Teacher in Year 2 and 3.</b>	Improved engagement and attainment. Improvement in standards of writing and maths towards expected levels.	Achievement Teacher  Year 2 and 3 Class Teachers	Achievement Teacher to set up girl's reading group in Year 3. X 2 sessions per week.  Achievement Teacher to support Literacy sessions in Year 2 for underachieving boys.	Review half termly with class teachers and SLT.	Ongoing Review at Pupil Progress Meetings with SLT and class teachers	Achievement Teacher  PP budget
<b>Reading support</b> led by LSA daily for disadvantaged pupils in <b>Key Stage 2</b>	Increased engagement and attainment in Reading.  Pupils actively reading for pleasure.	Achievement Teacher SENCo KS2 Class Teachers LSA	SLT to review pupil attainment and decide targeted pupils. Write to parents for consent. Create planning formats, assessment on entry and exit formats, timetable.	Ongoing termly	Ongoing Termly	PP Budget
Research teacher training programs/ courses that accelerates progress for disadvantaged	Accelerated progress in Maths and Literacy. Increase in engagement and attainment in girl's	Achievement Teacher Maths Subject Leader	SLT to review evidence of effectiveness of possible teaching programs and decide. Additional Numicon Resources purchased. Teaching and	Sept 2016	Ongoing	Achievement Teacher PP Budget



<p>pupils.</p> <p>Research programs that accelerate progress in <b>Maths for girls in Key Stage 2.</b></p>	<p>Maths in Key Stage 2.</p>		<p>support staff to have training on using resources effectively.</p> <p>Possible Numbers Count training to begin in September 2016 (training runs parallel to academic year)</p> <p><i>Lesson Study to focus on girls underachieving in Maths across the school in September 2016-began in Reception in July 2016. Share findings with teaching staff at Lesson Study inset in Autumn Term 2016 and implement new teaching ideas and resources.</i></p>			
<p>Payment of after school clubs.</p>	<p>Disadvantaged pupils having same access as others and increased enjoyment of school. Increase in number of disadvantaged pupils attending clubs.</p>	<p>Assistant Head</p>	<p>Target disadvantaged pupils to attend clubs. Inform parents school can pay.</p> <p>Claire to keep a record of numbers and % attending clubs.</p>	<p>Termly</p>	<p>Termly</p>	<p>PP Budget</p>
<p>Payment of Fortune Green Playcentre (targeted)</p>	<p>School meeting individual needs and families. Pupils accessing</p>	<p>SENCO</p>	<p>Review those disadvantaged pupils with limited experiences at home that could benefit from this.</p>	<p>Easter and summer holidays</p>	<p>Termly</p>	<p>PP Budget</p>



Instrumental lessons subsidy (targeted)	support or provision tailored to their needs. Measured impact.	Music Teacher	Liaise with parents to offer the option.	Ongoing Termly		
			Review the needs of disadvantaged and offer option for school to fund participation.	Autumn Term 2106		
			Keep a log on numbers attended and impact.	Ongoing Termly		
			Order additional sensory resources	Ongoing Termly		