



Pupil Premium Action Plan and Evaluation 2018-2019

Summary Information – 2018/2019	
Total number of pupils in the school:	266 children (including Nursery)
Number of pupils eligible for Pupil Premium funding	42 pupils
Total Pupil Premium budget	£56,760
Date of next review of this plan	January 2019

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 2018:		Percentage of Disadvantaged Pupils achieving the Expected Standard at the end of Key Stage 2	Percentage of All Pupils achieving the Expected Standard at the end of Key Stage 2
	Reading	100%	100% (National for all pupils: 75%)
	Writing	78%	83% (National for all pupils: 78%)
	Maths	78%	90% (National for all pupils: 75%)
		Percentage of Disadvantaged Pupils achieving Greater Depth at the end of Key Stage 2	Percentage of All Pupils achieving Greater Depth at the end of Key Stage 2
	Reading	33%	37% (National for all pupils: 28%)
	Writing	0%	27% (National for all pupils: 20%)
	Maths	0%	37% (National for all pupils: 24%)
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		



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	now, and at the next stage of their education and in adult life.
Academic Barriers	<ul style="list-style-type: none"> - School Attendance, including punctuality of pupils, which leads to gaps in learning - Lack of support with homework tasks; homework may not be completed or is completed without the support of a parent/carer - Special Educational Needs - EAL - Behaviour for learning
Additional Barriers	<ul style="list-style-type: none"> - Low levels of resilience - Emotional or mental health needs - Low self-belief and low self-esteem

Action Plan

Focus	Desired outcomes	Strategies and Actions	Cost	Measuring Impact	Evaluation of impact
To improve the attendance and punctuality of disadvantaged pupils	All disadvantaged pupils to have an attendance of 96% or above and therefore have access to all learning opportunities in school	<ul style="list-style-type: none"> - Continue to closely monitor the attendance of disadvantaged pupils and identify key reasons for absences. - In collaboration with the Head teacher and EWO, meet with parents to discuss concerns about attendance and action plan on how improvements can be made - Continue to provide whole school and individual incentives (Rocky the Hamster, book vouchers, restaurant vouchers) - Celebrate success with individual families when improvements are made and link this to learning. - Create 'Attendance Plans' for key pupils <p>EEF indicates +3 months for parental engagement</p>	£2000 £5,700	Attendance data Pupil Progress meeting	
To ensure a higher percentage of disadvantaged pupils are	Disadvantaged pupils achieve as well as all pupils in the core areas of learning	<ul style="list-style-type: none"> - Provide updated Class Overviews to all CT and ensure they know successful strategies for challenging all pupils, including disadvantaged pupils. - Continue with Lesson Study with higher ability disadvantaged pupils as a focus group to develop good practice for supporting 	£5,600 £3,000	Pupil Progress meetings Termly Assessments	



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exceeding national expectations at the end of a year and Key Stage		<p>all pupils</p> <ul style="list-style-type: none"> - Provide termly Pupil Conferencing opportunities for CT with target pupils to feedback and reflect on learning - Organise for the EP to deliver whole staff training on 'An Attachment Friendly School' - Provide EP Teacher Surgeries for teachers to gain advice on strategies on good practice for supporting pupils <p>EEF indicates +8 months for feedback.</p>			
To ensure disadvantaged pupils have access to a broad range of opportunities, alongside their peers	Disadvantaged pupils attend After School Clubs and Peripatetic lessons, to develop a wide base of skills and to support families with provision and extended care	<ul style="list-style-type: none"> *Payment of Fortune Green Play Centre (after school childcare- targeted pupils). *Instrumental lessons subsidy (targeted pupils) * Places in After School clubs reserved for target pupils <p>EEF indicates +2 months for sports participation</p>	£1,500	Pupil Progress meetings PE Leader evaluations	
Develop the provision for the Social Emotional and Mental Health interventions for disadvantaged/in need pupils.	Disadvantaged pupils' emotional needs met in a stimulating and nurturing environment with staff who have specific expertise	<ul style="list-style-type: none"> - Induct and establish a timetable for Kick London coach and mentor - Complete referral forms and consent from parents for targeted pupils - Track the progress of pupils having mentoring using tracking data EEF indicates +3 months for behaviour interventions. - Ensure pupils have regular access to the sensory intervention room in the Alpha building. - To ensure pupils know how to and are supported in accessing 	£10,000 £2000	Pupil Progress meetings IEP and TAC meetings Therapy reports Let's Talk Tracking grids	



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		<p>'The Bubble' for 'Let's Talk' as appropriate either direct referral, self-referral or just drop in.</p> <p>*Terapia Therapist weekly for targeted children for therapy sessions in the Sensory Room.</p> <p>EEF indicates +4 months for social & emotional learning.</p>	£4,760		
Narrow the gap between disadvantaged pupils and all pupils achieving the Expected Standard in the current Year 6, Year 4 and Year 3 and in Reading, Writing and Maths		<ul style="list-style-type: none"> - Analysis internal data to specifically identify where the gaps are in Reading, Writing and Maths (e.g. vocabulary or problem solving strategies) for disadvantaged pupils - Continue with the annual school cycle of Lesson Study to observe and reflect on the impact of pedagogy on disadvantaged pupils - Ensure disadvantaged pupils are discussed at Pupil Progress meetings and including in Book Looks - Through Drop-in and lesson observations monitor Quality First Teaching - Plan and deliver timely interventions to support disadvantaged pupils in R, M and W - Assess and review the impact of interventions in R, W and M. - Deliver whole staff and Cluster school training on Quality First Teaching is the core areas - Provide resources for reading which motivate and engage reluctant readers. - Train TLAs to lead interventions (e.g. Precision Teaching, Number Sense) - Purchase technology to support pupils in their learning (e.g iPads for BusyThings, Clicker 6) 	£12,000	Pupil Progress meetings	Intervention tracking data



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<p>Narrow the gap between disadvantaged pupils and all pupils achieving the Greater Standard in each cohort Year 2 – Year 6 in Reading, Writing and Maths</p>		<ul style="list-style-type: none"> - Analysis internal data to specifically identify where the gaps are in Reading, Writing and Maths (e.g. vocabulary or problem solving strategies) for disadvantaged pupils - Continue with the annual school cycle of Lesson Study to observe and reflect on the impact of pedagogy on disadvantaged pupils - Ensure disadvantaged pupils are discussed at Pupil Progress meetings and including in Book Looks - Through Drop-in and lesson observations monitor Quality First Teaching - Plan and deliver timely interventions to support disadvantaged pupils in R, M and W - Assess and review the impact of interventions in R, W and M. - Deliver whole staff and Cluster school training on Quality First Teaching in the core areas - Provide resources for reading which motivate and engage reluctant readers. - Train TLAs to lead interventions (e.g. Precision Teaching, Number Sense) - Purchase technology to support pupils in their learning (e.g iPads for BusyThings, Clicker 6) 	<p>£10,200</p>	<p>Pupil Progress meetings</p> <p>Intervention tracking data</p>	
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ABBREVIATIONS KEY

EEF	Education Endowment Fund- is an independent grant-making charity dedicated to breaking the link between family income and educational achievement. The EEF aims to raise the attainment of 3-18 year-olds facing disadvantage by generating evidence of what works most effectively and cost-effectively, funding rigorous trials of promising but untested programmes and approaches. The EEF supports schools, nurseries and colleges across the country to put that evidence to good use.
Sutton Trust	Founded in 1997 by Peter Lampl is a think tank that aims to improve social mobility through education. The Trust has undertaken over 200 research projects on low social mobility and a lack of educational opportunity.
PP	Pupil Premium
CT	Class Teacher
Pupil Premium Plus	Looked after children (LAC) Adopted, Foster Care or Special Guardianship Order
SEN	Special Educational Needs
EWO	Education Welfare Officer
KS	Key Stage (Year 1 and Year 2 = Key Stage 1, Year 3 – 6 = Key Stage 2)
EP	Educational Psychologist