

Pupil Premium Provision Map 2018-2019

The pupil premium is additional monies given to schools to support pupils who are considered as disadvantaged.

The chosen measure for this is the entitlement to Free School Meals within the past 6 years, Looked After Children and Previously Looked After Children.

Inclusion Leader

Overview: A proportion of our pupils are eligible for FSM and Pupil Premium also have additional educational needs. Our Inclusion Leader is non-classed based ensuring that pupil with SEN receive the highest quality provision and specialist teaching.

Aim/ Outcomes: Increased progress for pupils with SEN, closing the achievement gap.

Sports Activities and Lunch Time Club

Overview: Adults to work with pupils during lunchtimes to reduce behaviour issues and increase self-esteem.

Aims/ Outcomes: Increased confidence and self esteem. Pupils are happier at school and at home and more able to access learning.

Subsidised Trips

Overview: school trips and residential s subsidised to ensure access for all pupils.

Aim/ Outcome: Raise aspiration and engagement for disadvantaged pupils. Improve behaviour. Give pupils a purpose / meaning to learning.

Pupil Conferencing

Overview: Teachers meet termly with Pupil Premium pupils to provide structured and specific feedback on their learning

Aim/ Outcome: pupils know where they have strengths and also their specific next steps to improve their learning.

PE and after school sports clubs

Overview: priority places are given to pupil premium pupils. Pupils have the opportunity to experience a wide range of new sports and games such as cross country club and cricket before school and after school football clubs. The school employs a PE specialist to teach PE across the school including EYFS.

Aim/ Outcome: Increase self esteem, improve fine and gross motor skills, increase aspiration and engagement, and improve behaviour.

Breakfast club

Overview: free places for those in most need to breakfast club.

Aim/Outcome: Increased attendance and engagement in learning.

Emotional and Behavioural Support

Overview: disadvantaged pupils have support from school Emotional Literacy Support Assistant (ELSA) and specialist support from outside agencies.

Aim/Outcome: Increased confidence and self esteem. Pupils are happier at school and at home, more able to access learning.

Emmanuel School Families

Overview: every member of staff in the school is responsible for the well-being of a child in each year group making up a 'school family' of 7-8 children. Staff plans special activities with their family frequently throughout the term such as a picnic, trips to the park etc.

Aim/Outcome: 'Every child needs a champion', increased confidence and self-esteem. Pupils are happier at school and more able to access learning.

Number Sense and Resources

Overview: New and additional resources and interventions purchased to support teaching and learning in the core areas.

Aim/ Outcome: use of specialist maths resources to support children with their knowledge and understanding in maths lessons and interventions to close the gap.

Pets As Therapy

Overview: a PAT dog visits school each week and children read and spend time with him.

Aim/Outcome: Increased confidence and self-esteem in reading and within themselves. Pupils are happier at school and at home, more able to access learning.

Lesson Study

Overview: The cycle of Lesson Study will focus on disadvantaged pupils and identify themes in their approached to learning and learning styles.

Aim/ Outcome: staff have a clear understanding on how adapt teaching to ensure all pupils make progress in their learning.

Interventions, including Precision Teaching

Overview: Reading, writing, phonics, spelling and maths intervention for children across Key stage 1 and lower Key Stage 2 to support children with gaps in their learning.

Aim/ Outcome: to close the gap in core learning for children in KS1 and 2..

Mentoring

Overview: disadvantaged pupils have weekly 1:1 mentoring from Kick London specialist.

Aim/Outcome: Increased confidence, self esteem and ability to approach areas of difficulty in the school day in an appropriate way. Pupils are happier at school and at home, more able to access learning.

Booster Groups for Year 6 pupils

Overview: Assistant Head Teachers led small group of Year 6 pupils to develop their problem solving skills and reading comprehension skills.

Aim/Outcome: disadvantaged pupils make expected progress and to reach greater depth in Reading and Maths at the end of Key Stage 2.

Well-Being Plans

Overview: pupils have a Wellbeing plan which is written in collaboration with the school, parents and any outside agencies. It identifies strengths, areas of difficulty and has specific goals/target areas

Aim/Outcome: Collaborative approach from all stakeholders, including the pupil. Support is targeted around pupils area of need.

Educational Welfare Officer and Head Teacher monitor attendance

Overview: EWO and HT work with children and families to improve attendance and punctuality.**Aim/Outcome:** Improve attendance of pupils, attendance gap is closed. Pupils in school and learning.

Art Therapist

Overview: art therapist works with selected disadvantaged children with emotional and behavioural needs.

Aim/Outcome: Increased confidence and self esteem. Pupils are happier at school and at home, more able to access learning.

Music Lessons

Overview: Pupils in Y5 and Y6 have the opportunity to learn a brass instrument over two years. School subsidises music lessons for disadvantaged children.

Aim/ Outcome: Increase self esteem, improve fine motor skills, and improve maths skills.



Green = Academic
Blue = Enrichment/ engagement
Red = Well being

Supporting the whole child