

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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.

FROM ALPHA TO OMEGA



‘Life in all its fullness’

(JOHN 10:10)

School overview

Detail	Data
School name	Emmanuel C of E Primary School
Number of pupils in school	225
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	1.11.22
Date on which it will be reviewed	October 2023
Statement authorised by	Claire Burns Head Teacher
Pupil premium lead	Kylie McManus
Governor lead	Richard Blyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,250

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 personal development 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 participate as fully as possible in our wide-ranging extra-curricular and enrichment activities.

3	<p>Developing vocabulary for oracy and writing</p> <p>Our observations of children’s oral language and our knowledge of children’s writing shows us that some pupils who are eligible for pupil premium do not use the same level of vocabulary as their peers. This is particularly evident in outcomes for KS1.</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 enrichment and extra-curricular activities led by our ELSA.	<p>Increase in well-being demonstrated through wellbeing surveys; increase in personal development demonstrated through PSHE assessments, for example.</p> <p>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.</p>
Improved use of wide-ranging and higher-level vocabulary in both speech and writing in our disadvantaged pupils.	Children in our disadvantaged group use appropriate vocabulary in their speech and writing. Data from observations of pupils and assessments of writing over time.

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: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE-validated Systemic Synthetic Phonics programme and associated training and resources (Essential Letters and Sounds)	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 and 3
Training for teachers on classroom vocabulary strategies.	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

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
<i>Provide 1:1 reading weekly with TA for disadvantaged pupils</i>	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	1 and 3

	develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	
Additional teacher and teaching assistant time directed at -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: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes: EEF One to One Tuition	1 and 3
Provide booster sessions for disadvantaged pupils (and others) to target specific areas of the curriculum missed or misunderstood because of school closure periods -Small groups (3-6) for series of 2-5 sessions -Led by tutor	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: EEF Small Group Tuition	1 and 3

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

Budgeted cost: £ 16,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school access and parent access to ELSA	EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF evidence for supporting parents	1 and 2

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	
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: DfE Wellbeing for Education Recovery	2

Total budgeted cost: £ 37,727

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 2021-2022 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.

Pupils eligible for pupil premium funding who left Year 6 in 2022 achieved very positive results in the end of key stage assessments with 100% of disadvantaged pupils achieving the expected standard in Reading and Maths.

Our progress scores for 2022 show that our disadvantage pupils have made accelerated progress and have outperformed all other pupils in Reading and Writing both in school and in the borough of Camden. In Maths our disadvantaged pupils have outperformed other disadvantaged pupils in the borough and nationally.

Positive feedback from pupils and parents also 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 2019/20 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 (before the first school closure period).

Disadvantaged pupils who engaged with the tutoring programme have made accelerated progress in maths, particularly in fluency. This was evident in achievement in KS2.

During the period of school closure and through the June and July return to school of all pupils, we focused additional teacher and TA time on supporting learning and emotional well-being of pupils eligible for pupil premium. In 2020/21, because of COVID restrictions and the second school closure period, opportunities for extracurricular and enrichment activities were again limited. Disadvantaged pupils took a full part in any virtual activities with their classes, were supported with technology at home to access home learning and wider resources, were targeted for participation in our after-school provision when this could take place and took a full part in our Y6 residential trip.

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.