

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.

School overview

Detail	Data
School name	Emmanuel C of E Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Claire Burns, Head Teacher
Pupil premium lead	Francesca Dilley
Governor / Trustee lead	Rob Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,000
Recovery premium funding allocation this academic year	£4,205
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	£53,205

Part A: Pupil premium strategy plan

Statement of intent

At Emmanuel we aim to provide all our children with a happy, safe and stimulating environment in which they can fulfil their potential, giving them confidence to be responsible, caring and tolerant adults in a diverse world. We strive for academic excellence 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 development 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 very small 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.

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 – writing 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 some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in writing in particular. This difference has, in some cases, been exacerbated by the school closure periods.
2	Developing long-lasting positive reading behaviours Our detailed knowledge of what and how children read when they read for pleasure shows us that our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non disadvantaged peers.
3	Support SEN needs of the school Children in our school who qualify for Pupil Premium have a wide range of needs including specific learning needs. These present significant barriers to their

	learning. We want to support these children so they can reach their full potential both academically and socially.
4	<p>Supporting personal development and well-being</p> <p>Our discussions with pupils and families, including well-being surveys, especially at the return-to-school points after school closure periods, have identified social and emotional issues for some families where children are eligible for pupil premium. 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.</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 for individual disadvantaged pupils	Percentages of disadvantaged pupils reaching at least the expected standard in KS2 writing and over the three years of this plan are in line with percentage for non-disadvantaged pupils. Summer 2022, 2023 and 2024 data, averaged for small numbers
Increased evidence of long-lasting positive reading behaviours in our disadvantaged pupils.	Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read. Data from class teacher and subject leader pupil voice sessions.
Improved attainment of children with special educational needs who are eligible for pupil premium funding	Children with additional needs in our disadvantage group achieving Individual Educational Plan Targets (IEPs), working closer to outcomes in Educational Healthcare Plans (EHCPs) and the gap closing between them and non-disadvantaged pupils.
Sustained increase in pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular. Through continued support of an ELSA and participation in a wide range of enrichment and extra-curricular activities.	Increase in well-being demonstrated through wellbeing surveys; increase in personal development demonstrated through PSHE assessments, for example. 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 and swimming.

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: £ [5,000]

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: EEF Phonics	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [28,512]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support of children with additional needs	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	3

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

Budgeted cost: £ [19,693]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support full participation of disadvantaged pupils in extracurricular and enrichment activities including swimming, through financial contribution</i></p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: DfE Wellbeing for Education Recovery</p>	<p>4</p>
<p>School ELSA</p>	<p>Report published called 'Promoting Emotional Health and Well-being and Resilience in Primary Schools' recommends schools develop a carefully planned and well supported approach to social and emotional learning.</p>	<p>4</p>

Total budgeted cost: £ [£53,205]

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 2020 to 2021 academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. For example, our analysis of data (comparison of pupil premium/non-pupil premium group progress and attainment) shows that the gap between attainment in writing of the pupil premium group and other pupils has increased in 2021. We believe that the restrictions in place over the last 18 months have had an impact on writing. This has led us to redouble our efforts this year to support writing in the disadvantaged pupil group across the school.

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 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
None purchased in previous year	