



'Together we grow'



1. Summary information for the Pupil Premium Strategy

School	Emmaville Primary School				
Academic Year	2018-19	Total PP budget	£78,440	Date of most recent PP Review	September 2018
Total number of pupils	354 R-6 Pupils + 39 Nursery Pupils	Number of pupils eligible for PP	61 17.2%	Date for next PP Strategy Review	November 2019 July 2019

2. KS2 attainment 2017-18

	All Pupils (Emmaville) (36)	All Pupils (National)	Pupils not eligible at Emmaville for PP (29)	Pupils eligible at Emmaville for PP (7)	Pupils not eligible for PP (National)
% numbers achieving the expected standard or above in reading, writing & maths	RWM = 86.1% R = 86.1% W = 88.9% M = 91.7% GPS = 88.9%	RWM = 64% R = 75% W = 78% M = 76% GPS = 78%	RWM = 90% R = 90% W = 93% M = 93% GPS = 93%	RWM = 71.4% R = 71.4% W = 71.4% M = 85.7% GPS = 71.4%	
Progress in reading	1.5	0	1.7	1.6	0.3
Progress in writing	2.4	0	2.0	4.3	0.2
Progress in maths	0.75	0	0.5	1.1	0.3

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pp children have limited experiences and poor aspirations, which can lead to low self-esteem that can impact upon learning and outcomes.
B.	For some pupil premium children it is necessary to provide additional support to address gaps in learning to ensure good progress.
C.	A proportion of pupils eligible for pupil premium funding have been the subject of either a Child Protection Plan, Child in Need Plan or CAF. As a result of unsettled home situations these children have attachment or social and emotional needs that can impact upon their academic progress.

D.	Children eligible for pp funding may also be on the SEND register. The needs of these children may be varied including poor working memory skills and can impact upon progress without the right level of intervention or support.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	On entry to EYFS a percentage of pupils eligible for pupil premium funding have poorly developed skills in communication, literacy and language, maths and physical development.
F.	Some pupils eligible for pupil premium funding do not practise phonics or reading on a daily basis at home. These pupils are not always well supported at home. Key issues are lack of routine around homework, parents not confident to give help to their children therefore affecting support and learning outcomes around reading and maths.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve children's self-esteem, raise aspirations by giving children a wealth of experiences so that they are motivated to achieve.	<ul style="list-style-type: none"> Pupils will be fully immersed in the curriculum and have access to enrichment activities that will enthuse and engage them in the learning process.
B.	Continued positive outcomes across the curriculum for all children eligible for PP funding so that gaps in learning are narrowed.	<ul style="list-style-type: none"> All pupils eligible for PP funding in each cohort to make accelerated progress from their starting points at the beginning of the year.
C.	Children with social and emotional needs are provided with appropriate support.	<ul style="list-style-type: none"> Improved emotional wellbeing of PP children, breaking down barriers in order to enhance learning behaviours.
D.	Provision for PP pupils who have additional needs (SEND) is closely monitored to ensure that appropriate interventions are in place and that there is access to relevant outside agencies who can not only support the pupils and staff, but also the children's families.	<ul style="list-style-type: none"> As a result of careful monitoring, suitable levels of in - house and external agency support, and appropriate interventions, PP children with SEN will make good progress throughout the year.
E.	Ensure that we have accurate baseline information for all PP children on entry into school. Use this information to implement relevant early intervention strategies.	<ul style="list-style-type: none"> Higher percentage of PP children at the end of reception class to achieve a good level of development in the prime areas.
F.	Increase parental engagement opportunities across the school so that parents are involved, informed, and are able to support their children's learning.	<ul style="list-style-type: none"> PP children in each cohort to be well supported at home with their learning.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Continued positive outcomes for all pupils across the school who are eligible for PP funding	<ul style="list-style-type: none"> Use assessment procedures to monitor pp children's progress in each cohort Use information gathered from pupil progress meetings to plan effective interventions. 	Data and progress information will indicate if targets set and interventions have had the desired impact	Pupil Progress meetings Book Scrutiny Lesson observations Assertive Mentoring	AA	Termly	
Improved outcomes in phonics reading & writing	<ul style="list-style-type: none"> Improve children's language and literacy skills in EYFS through the use of Talk Boost and Language Gap. Read Write Inc update training for all staff in EYFS and KS1 	<p>Excellent communication and language approaches can increase progress by +6 months (Early Years Toolkit)</p> <p>RWI assessments show higher percentage of pupils are at age related expected levels</p>	<p>Data tracking Pupil Progress meetings</p> <p>Through RWI development days</p>	<p>EYFS</p> <p>DH & KJ</p>	<p>Each half term</p> <p>Each half term</p>	£4,000

Improved outcomes in phonics reading & writing	<ul style="list-style-type: none"> In KS1 & 2 use the Lexia Programme to support the pupils English skills 	<p>Since the introduction of this programme into KS2 in the spring term 2018, we have seen the impact it has had upon pupil progress. We have therefore purchased additional licences and have subsequently screened all Y2 pupils, some of those pupils are now using the programme</p>	<p>Time set aside for the use of the programme. Monitor impact from initial assessment; discuss findings at pupil progress meetings</p>	<p>DH & BM KS1 HW, EK & BE - KS2</p>	<p>Each half term</p>	<p>£2,000</p>
	<ul style="list-style-type: none"> In upper KS2 use Reading Plus to promote reading fluency and comprehension skills 	<p>Through the use of this programme we are able to track individual progress and quickly monitor impact. Data showed that this programme further helped to develop pupils' reading skills in preparation for the 2018 KS2 SATs</p>	<p>Time set aside for the use of the programme. Use information prepared by Reading Plus to monitor impact. Ensure that parents are well informed about the programme and how it can be used at home</p>	<p>MM, KS & JW</p>	<p>Each half term</p>	<p>£1,500</p>
	<ul style="list-style-type: none"> Improve children's spelling skills through the use of the RWI spelling programme and Spelling Shed 	<p>Children's engagement and enjoyment in both of these programmes will promote better spelling skills</p>	<p>Lesson observations Assessment information</p>	<p>DH</p>	<p>Termly</p>	<p>£500</p>

Improved outcomes in phonics reading & writing	<ul style="list-style-type: none"> Through excellent CPD provided by the school's participation in the Primary Writing Project, skills of all members of staff (teaching and non-teaching) will be enhanced, which will have a positive impact upon the children's learning 	Engagement in the Primary Writing Project (T4W Pie Corbett). To build capacity for sustainable improvement through developing leadership to improve the quality of teaching and learning across the whole school	Staff meetings Peer coaching Learning walks Observations Pupil Books Whole school approach Displays Phase meetings	PWP Project team	Each half term	£4,280
	<ul style="list-style-type: none"> Provide high quality texts for the children. Development of the library and book band material Provide costumes and props to stimulate language and vocabulary skills Develop vocabulary skills through introduction of 5 words of the week Use Talk4Writing techniques (Imitation, Innovation and Independent Application) 	Children who read regularly will develop and extend their vocabulary which will have an impact upon their life skills and outcomes	Pupil questionnaires Parent questionnaires Lesson observations Evidence of expanded vocabulary in discussions and in pupils' writing	AA & DH BM & EK PWP Project Team	Yearly	£1,500 £1,500 £500

Improved outcomes in maths	<ul style="list-style-type: none"> To support the development of multiplication and division skills introduce Times Tables Rock Stars 	Children who are able to access the more advanced elements of the curriculum are those who have a strong grounding in basic skills, they are then able to draw upon these fluencies	Reward certificates Progress achievements highlighted in Celebration Assemblies	MM	Monthly	£200
	<ul style="list-style-type: none"> CPD provided through engagement in the Great North Maths Hub will improve teaching and learning. 	We want to invest some of our PP in longer term changes to help all pupils. The EEF Toolkit suggests that mastery learning strategies are effective in narrowing the gap.	Collaborative work with other schools in the Hub sharing of best practise High quality training Lesson observations Staff meetings	MM, LP & AA	Monthly	£2,000
	<ul style="list-style-type: none"> Use pre-teaching in maths as a way of supporting less confident children 	Reliable evidence produced by the NCETM Mastery in Maths research, shows that methods such as Pre-teaching has been most effective in improving pupil progress	Peer coaching to embed learning Lead teacher to support colleagues in implementation of Mastery Maths Assessment information Pupil Progress meetings	MM	Monthly	
Improved outcomes in phonics reading, writing & maths: Total budgeted cost						£17,980

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Children with additional needs will be supported by effective interventions to build confidence, improve skills, offer challenge and lower levels of frustration	<ul style="list-style-type: none"> Use SNAP assessment tool to measure and improve children's working memory To improve working memory so that children can store, manipulate and retrieve information, groups of pupils will have access to such resources as MeeMo 	Research shows that by increasing a child's working memory, they will be able to retain knowledge which will increase their academic potential	Ensure that adequate time is provided for children to use resources	AA	End of academic year	£200
				AA		£500
	<ul style="list-style-type: none"> Teaching Assistants will deliver high-quality, one-to-one and small group support using structured programmes for which they have received training. These programmes will include Early Talk Boost, Jungle Journey, Squiggle while you Wiggle, Precision Teaching, Pre-teaching, Toe by Toe, Power Maths, Lexia, Reading Plus, Project X, MeeMo 	Educational Endowment research shows that TAs are most effective when delivering high quality intervention programmes	Feedback from staff Regular opportunities for informal discussions about individual and groups of pupils Ensure that activities are carefully timetabled for best impact	All staff	Termly	£30,000

<p>Children with additional needs will be supported by effective interventions to build confidence, improve skills, offer challenge and lower levels of frustration</p>	<ul style="list-style-type: none"> Increased TA support to target groups of pupils in Y1 & Y2 in phonics and reading. Pupils will be involved in high quality 1-2-1 and small group interventions that will focus upon specific gaps in learning. 	<p>Pre teaching, interventions and post lesson support, either in a small group or one-to-one will ensure that PP children are receiving the appropriate targeted provision</p>	<p>Assessment information Learning Walks Observations Ensuring that there is a suitable amount of challenge for all pupils</p>	<p>All staff</p>	<p>Termly</p>	
<p>A greater number of pupils are reaching ARE and GD in current Y6 cohort</p>	<ul style="list-style-type: none"> Provide an additional teacher in a morning for 8 weeks prior to the Y6 SATs to offer children extra support in smaller group sizes Morning Booster sessions delivered 	<p>Evidence shows that teaching in smaller groups is very effective for accelerating progress</p> <p>Assessment of data shows gaps in learning that will be addressed in small group booster sessions</p>	<p>Ensure that the programme is carefully planned so that it is implemented most effectively</p>	<p>AA, MM & KS</p>	<p>Spring Term</p>	<p>£2,860</p>
			<p>Total budgeted cost</p>		<p>£33,560</p>	

iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
To raise children's self-esteem, resilience, and to stimulate their curiosity and learning we will ensure that pp pupils have equal opportunities to access enrichment activities so they have experiences outside of their normal range. This will then promote an understanding of the wider world and encourage children to have high aspirations.	<ul style="list-style-type: none"> Supported access to residential visits (Broomley Grange Y4, London Y5, France Y6) 	Through our own experience of taking children on residential visits, we see how enriching this can be for them. It is also an excellent way of improving confidence and widening their own personal encounters that will benefit academic learning (EEF Teaching & learning Toolkit)	Ensure that all enrichment activities are planned for maximum impact and are linked to curriculum content so that children increase their knowledge and skills as well as having enjoyment	AA	At the end of the academic year	£8,000
	<ul style="list-style-type: none"> Drama groups Theatre Visits Penny whistle and Trumpet lessons Growth Mindset 	Pupils engagement in the arts and other experiences outside of their normal range, will provide them with a greater understanding of the world and will raise aspirations (EEF)	Consider the interests of children so that we are offering them opportunities that they will want to participate in to increase confidence and to help them acquire new skills	Bigfoot Theatre Group HW & SL All staff	At the end of the academic year	£1,500 £4,000 £2,000

<p>Children with social and emotional needs are provided with access to appropriate support</p> <p>This support will improve social interaction, emotional literacy, help children to connect with one another, to work in collaboration, to create a feeling of empathy, to be able to recognise positivity, build confidence and give them a feeling of empowerment</p>	<ul style="list-style-type: none"> • Teaching Assistant to attend the Elsa training programme so that she is able to offer support to vulnerable pupils • Class and small group opportunities to work through Sunshine Circles activities • Implement the Jigsaw resource across the school to support children's mental health and PSHE • Circle of Friends to be used by TA's • Increase the number of lunchtime board games clubs from 2 to 4 times a week • Relax Kids - 2 x 12 weekly sessions per term • Support and advice given from weekly Kalmer Counselling Service 	<p>A focus on the social and emotional dimensions of learning can improve attitudes to learning by +4 months (EEF)</p> <p>From experience we believe that if we provide children with tools that will help them to focus, concentrate, to build imagination and creativity, then they will become confident learners which in turn will help them discover their true potential</p>	<p>Teaching Assistant will work with pupils who need emotional and social support</p> <p>Activities will be carefully planned for best impact and outcome</p> <p>Ensure that relevant resources are being used</p> <p>Whole school approach to supporting children's mental health and wellbeing</p> <p>Discussions with parents and staff will help to identify pupils who need access to the programmes and support</p>	<p>KT</p> <p>SL</p> <p>NJ & BE</p> <p>KT</p> <p>MH & SB</p> <p>EJ</p> <p>KY</p>	<p>Autumn term</p> <p>End of the summer term</p> <p>End of the summer term</p>	<p>£500</p> <p>£2,900</p> <p>£1,500</p> <p>£5,000</p>
---	---	---	---	---	--	---

<p>Increase the progress of vulnerable pupils by developing parental skills so they can support their children's learning</p>	<ul style="list-style-type: none"> • Increase parental knowledge and skills through 'stay and play' type activities. • Offer opportunities for Family Learning, particularly in English and Maths • Develop the school website to include KIRFS (Key Instant Recall Facts) for each year group so that parents can support their children's learning 	<p>Parental involvement is a key aspect in consolidating learning habits & to value education.</p> <p>Parent/school partnership is crucial for a child's progress.</p> <p>Parents who have a greater understanding of the basic skills that their children need will be able to support them more effectively at home</p>	<p>Monitor take up of MarvellousMe and Tapestry by parents, ask for feedback on the use of such Apps</p> <p>Support given to parents when required Provide as much relevant information as we can so that parents are well informed and able to feel that they can support their children</p>	<p>All staff</p>	<p>Termly Parents' Evenings</p>	<p>£500</p> <p>£1,000</p>
				<p>Total budgeted cost</p>	<p>£26,900</p>	