



'Together we grow'

Emmaville Primary School

Pupil Premium Impact Report 2018 - 2019

Outcomes	Success Criteria	Impact
<ul style="list-style-type: none"> 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. 	<p>All pupils throughout the school year have benefitted from enrichment activities. Pupils in Y4, 5 & 6, who were eligible for PP, participated in a residential visit to either Broomley Grange (Y4), London (Y5), France (Y6).</p> <p>All classes of children have had at least two visits each year to enrich their knowledge and skills. The use of funding ensures that PP children gain wider experiences. This has a positive impact on pupil's language, vocabulary and impacts upon their reading and writing as well as extending their knowledge of the wider world.</p> <p>In the autumn term, all of the children visited a theatre to enjoy a performance, once again an opportunity for enrichment.</p> <p>The extra-curricular drama clubs, offered throughout the year, were well attended and it was good to see children performing with increasing confidence.</p> <p>Penny whistle and trumpet lessons were enjoyed by Y3 and Y4 pupils and it is hoped to increase the number of pupils who can access these lessons in future years.</p> <p>The continued focus on growth mindset helps to build pupil confidence and resilience. Pupil surveys show that children feel happy in school and have a positive attitude to learning.</p>

<ul style="list-style-type: none"> 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. 	<p>78.3% of children at the end of their reception year achieved a good level of development, an increase from 2018 (75%).</p> <p>96.7% of the reception pupils were at the expected level in communication and language at the end of 2019, showing that the strategies that had been put in place in the EYFS had a positive impact.</p> <p>The number of children at the end of reception achieving the expected level in reading, writing and number increased in 2019.</p> <p>There were 6 PP pupils in the 2019 reception cohort and 4 out of the 6 pupils achieved a good level of development. Support for these pupils will continue in Y1. Through ongoing training with Debbie Wilson from the Read Write Inc team, staff confidence at all levels has improved in the teaching of phonics and this is having a positive impact upon pupils phonological and reading skills. A further service level agreement with Debbie Wilson will continue for 2019/20 as CPD for staff.</p> <p>87.9% of the Y1 pupils passed the 2019 Phonics Screen, which was above the National Average. There were 58 pupils in the cohort, 6 of the 58 were entitled to PP funding. 4 out of the 6 PP children passed the Phonics Screen. Ongoing intervention will continue for the 2 pupils who did not pass the Phonics Screen so that they have a good chance of passing the test in June 2020.</p> <p>Intervention programmes are having an impact as evaluations show improved basic skills with the children involved. However, we hope to see a better outcome at the end of the 2019/20 academic year in reading for certain groups of Y2 children, particularly boys who are eligible for PP funding as outcomes for this group of pupils at the end of KS1 was disappointing. The majority did, however, make progress against their starting points.</p> <p>The Lexia programme was introduced to an identified group of Y2 pupils in the latter part of the spring term after we increased the number of licenses; on reflection this programme may have had greater impact if it had been used at the start of the autumn term. In 2019/20, as we have increased the number of iPads, the Lexia programme will be able to be used at the beginning of the autumn term, hopefully this will result in greater impact upon pupil progress.</p> <p>Phonics, reading and maths across the school will continue to be a key area for development from September 2019. KS2 SATs results at the expected level were</p>
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		<p>disappointing in reading and maths with some children missing the expected level in reading by 1 or 2 marks.</p> <p>KS2 reading results at the expected level for all pupils was 78.9%, which was above the National Average (73%). Pupil Premium (18 pupils) results in reading was 66.7%. Although we use the reading plus programme with the Y5/6 pupils, some children are not able to access the programme at home as they do not have technology that would allow them to do so.</p> <p>KS2 maths results at the expected level for all pupils was 78.9%. National Average 79%. Pupil Premium (18 pupils) results in maths was 72.2%. Once again, some pupils, particularly PP pupils, did not have access to technology at home that would allow them to practise maths skills through the My Maths programme or by using Times Tables Rock Stars. To ensure that PP pupils are not at a disadvantage, a plan is in place to use some of the 2019/20 PP grant to buy a set of iPads that can be used by pupils who do not have access to laptops or iPads at home.</p> <p>From September 2019 we will continue to support pupils in maths through the pre-teaching and mastery approach. Further involvement with the Great North Maths Hub, will provide CPD for teachers that will impact upon teaching and pupil progress. The school's involvement in the Primary Writing project has had an impact upon the knowledge and skills of staff. The majority of children participate well in lessons and have responded positively to the introduction of the 5 words of the week that has advanced their vocabulary skills. They enjoy orally retelling stories and the use of story maps is particularly supportive to children who struggle with the writing process.</p>
<ul style="list-style-type: none"> • 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. 	<p>All staff received training on Sunshine Circles and use the activities in their PSHE sessions. The children enjoy the activities and for some children it is a helpful tool to meet their emotional needs.</p> <p>The Jigsaw programme was purchased at the end of the spring term. All staff received training from the PSHE Coordinator, however, the impact of the implementation of this programme will not be successfully measured until the end of the academic year 2020.</p>

		<p>PP children are offered access to the 4 lunchtime board games clubs, however, some children choose not to access the clubs.</p> <p>Last year was the first year that the school engaged with a Counselling Service. For those children who had access to this service, the counselling had a very positive impact upon their social and emotional needs. Parents and children found the opportunity to receive support from a counsellor very helpful.</p> <p>We will continue to engage with the Kalmer Counselling Service throughout the 2019/20 academic year; however, we aim to deliver the service in a broader way so that more children will be able to access activities provided by the Counsellor.</p> <p>Pupil and parent surveys show that children have a positive attitude to school with all saying they are happy at school and feel safe and well supported.</p>
<ul style="list-style-type: none"> 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 cannot 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. 	<p>Across the school, teacher assessments showed that children eligible for PP and with SEN have made progress against themselves. However, school data showed that a percentage of children with SEN and who are eligible for PP, remain below expected levels across core subjects. It is likely that SEN has a greater impact rather than that of PP. Pupil support plans are being used well alongside planning. Staff will continue to work with outside agencies to ensure that individual support plans have suitable learning targets to ensure pupil progress. Teaching assistants will continue to support identified pupils by using appropriate interventions.</p>
<ul style="list-style-type: none"> E. Ensure that we have accurate baseline information for all 	<ul style="list-style-type: none"> Higher percentage of PP children at the end of reception class to achieve a 	<p>There were 6 PP pupils in the 2019 reception cohort and 4 out of the 6 pupils achieved a good level of development. 2 out of the 6 children did not reach a good level of development in reading, writing and maths.</p>

<p>PP children on entry into school. Use this information to implement relevant early intervention strategies.</p>	<p>good level of development in the prime areas.</p>	
<ul style="list-style-type: none"> 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. 	<p>Stay and Play sessions in the Nursery and Reception classes are always very well attended. We will continue to offer these sessions so that parents can have a greater understanding of how they can support their children's learning. We are also considering introducing Stay and Play sessions in the Year 1 classes, with a focus upon how to best support children with phonics, reading and basic maths skills. Class and Celebration assemblies are always well attended, again they are a great way for parents to have a better understanding of how to support their children's learning.</p> <p>Nursery and reception parents speak positively about Tapestry and how it keeps them up to date with their children's progress.</p> <p>Over 96.7% of parents have signed up to the Marvellous Me App.</p> <p>The majority of parents attended the autumn and spring term Parent's Evenings.</p>