



'Together we grow'



1. Summary information for the Pupil Premium Strategy

School	Emmaville Primary School				
Academic Year	2019-20	Total PP budget	£88,620	Date of most recent PP Review	September 2019
Total number of pupils	387 R-6 Pupils + 39 Nursery Pupils	Number of pupils eligible for PP	65 16.8%	Date for next PP Strategy Review	January 2020 September 2020

2. KS2 attainment 2018-19

	All Pupils (Emmaville) (38)	All Pupils (National)	Pupils not eligible at Emmaville for PP (20)	Pupils eligible at Emmaville for PP (18)	
% numbers achieving the expected standard or above in reading, writing & maths	RWM = 61% R = 78.9% W = 84.2% M = 78.9%	RWM = 65% R = 73%, W = 78% M = 79%	RWM = 70% R = 85% W = 85% M = 85%	RWM = 50% R = 72.2% W = 83.3% M = 72.2%	

% numbers achieving the expected standard or above in grammar, punctuation and spelling	GPS = 86.8%	GPS = 78%	GPS = 85%	GPS = 88.8%	
Progress Score in reading	-0.2	N/A		-0.1 (16)	
Progress Score in writing	-1.9	N/A		-2.3 (16)	
Progress in maths	-2.3	N/A		-2.6 (16)	
<u>KS1 attainment 2018 - 2019</u>	All Pupils (Emmaville) (60) RWM = 65% R = 73.3% W = 73.3% M = 76.7%	All Pupils (National) RWM = 64.9% R = 74.9% W = 69.2% M = 75.6%	Pupils not eligible at Emmaville for PP (51) RWM = 74.4% R = 80.4% W = 84% M = 84%	Pupils eligible at Emmaville for PP (9) RWM = 11.1% R = 33.3% W = 11.1% M = 33.3%	
<u>Year 1 Phonics Screen 2018 - 2019</u>	All Pupils (Emmaville) (58) 87.9%	All Pupils (National) 81.9%	Pupils not eligible at Emmaville for PP (52) 90.3%	Pupils eligible at Emmaville for PP (6) 66.6%	
<u>Year 2 Phonics Resit 2018 - 2019</u> 9 Y2 pupils resat the test 55.5% passed. 3 PP pupils within the group of 9 - 66.6% passed the test					
<u>EYFS 2018 - 2019</u> 60 pupils in the cohort, 78.3% achieved a good level of development at the end of reception. (National Average 71.8%) 6 pupils in the 2019 reception cohort were entitled to PP fund; 4 out of the 6 pupils achieved a good level of development, 66.6%					

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.	A proportion of children enter school with poor oral language and communication skills putting them at an immediate disadvantage.	
B.	For some pupil premium children, it is necessary to provide additional support to address gaps in knowledge in basic skills so that a higher percentage achieve the expected standard in reading, writing and maths at the end of both KS1 & KS2.	
C.	A proportion of pupils lack resilience when working independently.	
D.	Children eligible for pp funding may also be on the SEND register. The needs of these children may be varied including poor oral and working memory skills, which 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.	Some pupils eligible for pupil premium funding do not practise phonics, reading or basic maths skills daily at home. These pupils are not always well supported at home. Key issues are lack of routine around homework, lack of knowledge on the behalf of parents who do not feel confident to give help to their children, therefore affecting support and learning outcomes around reading and maths.	
F.	A proportion of disadvantaged pupils have unsettled home situations that can affect them socially and emotionally, which can impact upon their academic progress.	
G.	Some PP children have limited experiences and poor aspirations, which can lead to low self-esteem that can impact upon learning and outcomes.	
H.	A proportion of families need support to overcome socio-economic disadvantage.	
4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils can access the curriculum effectively and confidently.	<ul style="list-style-type: none"> Children will be able to speak with confidence, using a range of vocabulary in a variety of contexts.
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"> Increase the percentage of PP children reaching age related expectations at the end of each key stage.

C.	Aspirations for pupils will be high, with regular extrinsic rewards to encourage, motivate and recognise achievement.	<ul style="list-style-type: none"> Pupils will have the stamina and resilience to work with greater independence, resulting in better outcomes.
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 SEND will make good progress throughout the year.
E.	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.
F.	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.
G.	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.
H.	Children will have access to technology and resources that will support their learning.	<ul style="list-style-type: none"> All children will have the same opportunities to increase knowledge and to practise a range of skills via a personalised programme.

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
-----------------	--------------------------	---	---	------------	--------------------------------------	------

Improve the language skills of all pupils	<ul style="list-style-type: none"> • Improve children's language and literacy skills in EYFS using Talk Boost and Language Gap. • Staff to model effective language and communication. • High quality storytelling to develop letter and sound knowledge • Singing and rhyming sessions to develop phonological awareness 	Language provides the foundation of thinking and learning. Excellent communication and language approaches can increase progress by +6 months (Early Years Toolkit)	Data tracking Learning Journals Pupil Progress meetings Tapestry	EYFS	Each half term	
Develop the vocabulary of all pupils across the school	<ul style="list-style-type: none"> • Ensure that a combination of 10 Tier 2 (general academic and literary words) & Tier 3 words (subject specific) are taught in every year group each week • Teachers to explicitly extend children's vocabulary in all areas of the curriculum 	Knowledge of vocabulary is a predictor of achievement and is often related to socio-economic status (EEF)	Lesson observations Book scrutiny Learning wall	AA & SMT	End of academic year	
Improved outcomes in phonics & reading	<ul style="list-style-type: none"> • Continue with Read Write Inc CPD for all staff in EYFS and KS1 	Through regular and sequential CPD sessions, staff confidence and knowledge has improved, this has had a positive impact upon teaching and learning for all pupils. We will therefore continue to offer this level of professional development in 2019/20	Through RWI development days RWI assessments show higher percentage of pupils are at age related expected levels	DH & KJ	Each term	£4,000
Phonics techniques to	<ul style="list-style-type: none"> • New RWI and phonic reading resources to be purchased 	When phonics is embedded in a rich literacy environment pupil	Information shared with parents at phonics and	DH, DM, BM	Spring term 2010	£3,500

be embedded in a rich literacy environment		progress can be up to +4months (EEF) Home reading materials need to support the phonic & reading stages of individual children	reading meetings in EYFS, Y1 & Y2			
--	--	---	-----------------------------------	--	--	--

Improved outcomes in phonics & reading	<ul style="list-style-type: none"> In KS1 & LK2 use the Lexia Programme to support the pupil's English skills 	This program can support the development of pupil's oral language as well as improving reading and spelling skills. We have found that by using Lexia it provides phonics instructions and gives pupils independent practice in basic reading skills. The children are then motivated by their own success.	Time set aside for the use of the programme: 3 x 20-minute sessions per week. Monitor impact from initial assessment by teachers interpreting data, impact to be discussed at pupil progress meetings	KS1 BM & EK	Each half term	£2,000
	<ul style="list-style-type: none"> Purchase additional iPads so that more children can access personalised learning programmes Ensure that the group of Y2 PP 2018/29 pupils (particularly boys) who are now in Y3, continue to receive support & intervention 	Educational Endowment research shows that TAs are most effective when delivering high quality intervention programmes		LKS2 DH, ER, HW & KL		£2,250

High quality teaching and learning to deliver better outcomes for pupils	strategies that will help to further develop their reading skills					
	<ul style="list-style-type: none"> Employ a 0.5 teacher in order to reduce class sizes in Y5/6. For Maths & English, Y5 pupils will be taught in 2 classes as will Y6 pupils 	EEF recommends that teaching should be the top priority	Improvement in pupil outcomes at the end of KS2. At the end of the academic year, a higher percentage of Y6 PP pupils to achieve the expected standard in RWM	AA	End of academic year	£14,000
	<ul style="list-style-type: none"> In upper KS2 use Reading Plus to promote reading fluency and comprehension skills 	<p>Personalised learning programmes focus pupils on areas that will help them develop their fluency and comprehension skills so that they can reach age-related expectations. Pupils' aspirations are set high & there are regular intrinsic rewards to encourage, motivate and recognise achievement.</p> <p>The EEF recommends that the use of reading comprehension strategies allow activities to be carefully tailored to pupils' reading capabilities, and if used carefully, can provide an effective, but not overwhelming</p>	<p>Time set aside for the use of the program - 3 x 20-minute sessions per week.</p> <p>Track pupil progress and adapt the scheme of work accordingly to support an individual's learning needs.</p> <p>Evidence impact and respond to specific needs.</p> <p>Ensure that parents are well informed about the programme and how it can be used at home</p>	MM, KS & JW		£1,500

		challenge. (EEF +6 months progress)				
--	--	-------------------------------------	--	--	--	--

Improved outcomes in reading and writing	<ul style="list-style-type: none"> Although the PWP project has now come to an end, we will continue to provide CPD using strategies from the Primary Writing Project. Ongoing professional development will further enhance the skills of all members of staff (teaching and non-teaching) Continue to use Talk4Writing techniques (Imitation, Innovation and Independent Application) 	(T4W Pie Corbett). To build capacity for sustainable improvement through developing leadership to improve the quality of teaching and learning across the whole school.	<p>Staff meetings</p> <p>Peer coaching</p> <p>Learning walks</p> <p>Observations</p> <p>Pupil Books</p> <p>Whole school approach</p> <p>Displays</p> <p>Phase meetings</p>	PWP Project team	Each half term	£1,500
Provide high quality texts for the children	<ul style="list-style-type: none"> On entry, reception pupils to receive books 	Children who read regularly will develop and extend their vocabulary which will have an impact upon their life skills and outcomes	<p>Pupil questionnaires</p> <p>Parent questionnaires</p> <p>Lesson observations</p> <p>Evidence of expanded vocabulary in discussions and in pupils' writing</p>	AA & EYFS	Yearly	£360
	<ul style="list-style-type: none"> Purchase Page Turners for each year group 			AA		£1,500
	<ul style="list-style-type: none"> Purchase poetry books for each key stage 					£400
Increase outcomes in maths by improving the	<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	<p>Collaborative work with other schools in the Hub</p> <p>sharing of best practice</p> <p>High quality training</p>	MM, LP, & AA	Monthly	£2,000

quality of teaching and learning	<ul style="list-style-type: none"> Extend Maths CPD provision in 2019/20 by engaging in the 'Supporting effective transition from Reception to Year 1 programme' 	<p>are effective in narrowing the gap.</p> <p>Through engagement in this project the staff will explore best practice in Early Years and how the principles might build a secure foundation for transition into teaching a mastery approach in Year 1</p>	<p>Lesson observations</p> <p>Staff meetings</p>	MM, KW & AA	Monthly	£1,000
	<ul style="list-style-type: none"> Use pre-teaching in maths as a way of supporting less confident children 	<p>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</p>	<p>Peer coaching to embed learning</p> <p>Lead teacher to support colleagues in implementation of Mastery Maths</p> <p>Assessment information</p> <p>Pupil Progress meetings</p>	MM, KS, BE & JW	Monthly	£500
	<ul style="list-style-type: none"> To support the development of multiplication and division skills continue to use Times Tables Rock Stars 	<p>Children who can 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</p>	<p>Reward certificates</p> <p>Progress achievements highlighted in Celebration Assemblies</p>	MM	Monthly	£200
			Total budgeted cost £34,710			

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"> CPD provided for teaching assistants from HINT and from the Educational Psychologist Teaching Assistants will deliver brief, but intensive, structured interventions for which they have received training. These programmes will include Early Talk Boost, Jungle Journey, Squiggle while you Wiggle, Toe by Toe, Lexia, Reading Plus, Catch up Literacy, Catch up Numeracy, First Class @ Number, Power Maths Precision Teaching, Pre-teaching, 	Educational Endowment research shows that TAs are most effective when delivering high quality intervention programmes that support pupils who are falling behind catch up as quickly as possible		AA	End of academic year	£500
		Teaching Assistants are to add value to what teachers do	Ensure that adequate time is provided for children to use resources	AA & DM	Pupil Progress Meetings	£2,000
		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	Regular opportunities for informal discussions about individual and groups of pupils. Ensure that activities are carefully timetabled for best impact. Assessment information Learning Walks Observations	All staff		£30,000

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"> 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	HW & SL All staff	At the end of the academic year	£3,200 £1,000

<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"> • 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 • Provide lunchtime board games clubs 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 resilient, confident learners which in turn will help them discover their true potential</p> <p>Whole school approach to supporting children's mental health and wellbeing</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>Discussions with parents and staff will help to identify pupils who need access to the programmes and support</p>	<p>SL</p> <p>NJ & BE</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>£1,800</p> <p>£4,089</p>

<p>Increase the progress of vulnerable pupils by developing parental skills so they can support their children's learning</p> <p>Parent/school partnership is crucial for a child's progress.</p>	<ul style="list-style-type: none"> • Survey parents who are less involved to ask what support they would find helpful • Increase parental knowledge and skills through 'stay and play' type activities in EYFS & Y1. • Offer opportunities for Family Learning, particularly in English and Maths • 96.7% of parents have signed up for the MarvellousMe App • 100% parents have signed up for Tapestry 	<p>Effective parental engagement can lead to learning gains of +3 months (EEF)</p> <p>Parental involvement is a key aspect in consolidating learning habits & to value education. Through these sessions offer practical strategies that will help pupils' learning, such as helping parents to create regular routines that will encourage good homework habits. Practical strategies to encourage young children to have a love of books by parents sharing books together</p> <p>Through these sessions' parents will be able to encourage their children to set goals, plan and manage their time and emotions</p> <p>Tailor school communications with parents to encourage positive dialogue about learning. Well-designed school communications can be effective</p>	<p>Continue to Monitor take up of MarvellousMe and Tapestry by parents,</p>	<p>All staff</p>	<p>Parents' Evenings</p>	
---	--	---	---	------------------	--------------------------	--

	<ul style="list-style-type: none"> Weekly news bulletin is accessed by high percentage of parents Develop the school website to include KIRFS (Key Instant Recall Facts) for each year group so that parents can support their children's learning Purchase 12 iPads, plus cases that can be used by pupils in Y5/6 who do not have access to technology at home 	<p>for improving attainment and a range of other outcomes such as attendance (EEF)</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>Pupils who are not able to access Reading Plus, My Maths or Times Table Rock Stars at home are at a disadvantage</p>	<p>ask for feedback on the use of such Apps</p> <p>Support given to parents when required</p> <p>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>Lunchtime time table or after school opportunities for those pupils who would choose to use iPads to access personalised learning programs</p>			£3,321
				Total budgeted cost £21,410		