

Pupil premium strategy statement

School overview

Metric	Data
School name	Emersons Green Primary School
Pupils in school	213
Proportion of disadvantaged pupils	10.65%
Pupil premium allocation this academic year	£33,900
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Karl Hemmings
Pupil premium lead	Pip Foley
Governor lead	Jo Bishop

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	73% on track to make expected progress at March 2020
Writing	53% on track to make expected progress at March 2020
Maths	50% on track to make expected progress at March 2020

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	66%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Implement a recovery curriculum to address gaps in children's learning following the Covid19 disruption to learning. This will be delivered through quality first teaching; support for curriculum design; targeted CPD;

	Middle leadership development; NQT mentoring and support; peer support.
Priority 2	Improve early reading and phonics through quality first teaching; support for curriculum design; targeted CPD; Middle leadership development; NQT mentoring and support; peer support.
Barriers to learning these priorities address	Priority 1: Identification of gaps in learning is essential so children can build on what they know from a secure foundation. Priority 2: Poor phonics understanding holds children back from developing as readers and writers.
Projected spending	£17,200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Attainment for PP children to continue to be above National % Show measured rates of progress for pupils eligible for PP funding who are SEN.	June 2021
Progress in Writing	Close the gap between non-PP children and those eligible for PP funding Show measured rates of progress for pupils eligible for PP funding who are SEN.	June 2021
Progress in Mathematics	Close the gap between non-PP children and those eligible for PP funding Show measured rates of progress for pupils eligible for PP funding who are SEN.	June 2021
Phonics	Achieve national average expected standard in PSC for 75% (3 out of 4 pupils – one with ECHP) of PP children	June 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve phonics and early reading through focused evidence-based interventions for whole class; small group interventions; 1:1 support using systematic and consistent teaching strategies.

Priority 2	Improve speech and language through small group interventions; 1:1 support
Barriers to learning these priorities address	Priority 1: Poor phonics understanding holds children back from developing as readers and writers. Priority 2: Poor development of speaking and listening holds children back from developing as readers and writers and presents them with challenges with learning and understanding new information.
Projected spending	£12,200

Wider strategies for current academic year

Measure	Activity
Priority 1	Further embed strategies to develop social and emotional resilience by supporting pupils and families, for example bespoke therapy support; use of sports coach; CPD for staff; home/school link through PP lead.
Barriers to learning these priorities address	Children facing emotional challenges find concentration and application in the classroom more challenging.
Projected spending	£3,500

Measure	Activity
Priority 2	Enable all PP to have the opportunity to engage in the same activities as all pupils, where there is a financial cost.
Barriers to learning these priorities address	Some PP families do not have additional funds for residential stays; school trips; Sports equipment; uniform.
Projected spending	£1,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Capacity for teacher development and support	Use of insets and staff meeting times. Provision for time out of class

Targeted support	Ensuring school English lead has time to support development of out of class interventions for phonics; early reading and speech and language.	Use of SLT to cover.
Wider strategies	Engagement with families	PP lead to provide communication links and ensure they are implemented.

Review: last year's aims and outcomes

Aim	Outcome
Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.	<p>94% of PP children maintained their level of attainment in Maths and Reading and 82% in writing. 12% increased their level of attainment in reading and maths and 18% in writing.</p> <p>Strategies that supported this outcome were:</p> <ul style="list-style-type: none"> • the use of quality first wave teaching monitored by SLT through drop-ins and data checks. • lesson observations; book and planning looks; pupil voice with PP children by the PP Lead. • Feedback and marking for PP pupils – monitored through book looks and professional conversations. • Targeted CPD to ensure improvements in Quality first wave teaching when appropriate e.g. English; Maths subject leaders. • EYFS / Year 1 Phonics interventions. • Y2 / Y6 booster sessions led by Teacher / HLTA. • Focused daily reading with selected children.
Measured rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.	<p>All children on the SEN register made expected or above expected progress.</p> <p>Strategies that supported this outcome were:</p>

	<ul style="list-style-type: none"> • Use of specialist teachers to deliver aspects of the curriculum. • Implementation of specific interventions. • Referral and signposting to outside agencies to support. • Targeted CPD to support provision for pupils with specific needs.
<p>Focus and concentration to improve in the learning environment.</p>	<p>The following strategies were employed to support focus and concentration in the learning environment.</p> <ul style="list-style-type: none"> • Growth mind-set strategies implemented across whole school • Guidance with learning environments and resources to enable all children can access the curriculum in place. • Development of a broad and balanced curriculum.
<p>Embed strategies to develop social and emotional resilience by supporting pupils and families.</p>	<p>The following strategies helped to develop social and emotional resilience demonstrated by a more positive approach to coming into school; perseverance and resilience in lessons; stronger peer relationships; improved behaviour.</p> <ul style="list-style-type: none"> • Whole school use of Jigsaw PSHE strategies. • Bespoke therapy support and Educational Psychology support implemented for individuals. • Sports Coach x 4 weekly to support children who find lunchtimes challenging.

	<ul style="list-style-type: none">• Schemes such as Smart Moves employed.• Further CPD provided for adults to support pupils e.g. Mental health First Aid.• School trip subsidies.
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