

Pupil premium strategy statement –Emersons Green Primary School

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	Emersons Green Primary School
Number of pupils in school	208 (2021 – 2022)
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers.	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	1 st October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Soraya Young
Pupil premium lead	Laura Morson
Governor / Trustee lead	Jo Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,865 End of 2022 £34,590
Recovery premium funding allocation this academic year	£ 2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£31,330 End of 2022 £37,055

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Ensuring a 'good or outstanding' teacher is in every class
- Continuing to ensure our PP children make at least good progress from their relevant starting points.
- Providing high quality, timely and effective academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as behaviour, resilience and engagement.
- Ensuring that the PPG reaches the pupils who need it most.

This strategy works towards meeting these priorities through;

- Engagement by all staff in continued professional development
- Maintaining a healthy working environment that attracts and retains high quality staff.
- Building positive relationships and links with parents and families
- Providing children with strategies to develop themselves as learners
- Provision of enriched and varied learning experiences, in and out of the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Writing is not in line with national data from 2019 for children working at their expected year group
2	More able maths is not in line with national data from 2019 for children working at their expected year group
3	Children's learning has been disrupted over the last two years, with a particular focus on Years 2 and 3.
4	Children continue to need well-being opportunities to support their social, emotional and mental health needs.

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
Writing results, for children working at their expected year group, at least in line with national.	Data from assessment opportunities Writing B:13% WT: 23% EXP: 59% A:5%
Maths results, for children working at their expected year group, at least in line with national for expected and more able.	Data from assessment opportunities Maths B:9% WT: 32% EXP: 59% A:0%
Children working below or towards their year group make good or better progress in writing, maths and reading.	Data from assessment opportunities EYFS :PP pupils below national and LA Year 1 Phonics : PP attainment below LA and national Key Stage 1 : PP children performed well with 100% achieving EXP. Above LA and national

	Key Stage 2: PP pupils significantly outperform national and LA in reading and writing. In maths they are above their LA counter parts and broadly in line with national.
Children will access high quality teaching in all curriculum areas.	Data from subject leader monitoring. Lesson observations and drop-ins Ward Rounds
Children's social, emotional and mental-health will be monitored and supported to ensure they aren't a barrier to learning.	Strong school / home links Pupil voice Professional conversations Pupil voice – PP lead PP lead and Class Teacher check-ins Use of Pupil Passports
All children will access wider opportunities, even if there is a financial cost.	Involvement in wider opportunities e.g. after school clubs; trips; residential trips. Y5 and Y6 residential trips supported x 5 children X1 year 5 child attending after-school football club Wider opportunities recorded on pupil passports and discussed x 3 yearly. X1 year 3 child attending after-school dance club Olympic weightlifting programme with Impact Mentoring x 2 Year 5 children

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

Budgeted cost: £13,947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going CPD English lead Maths lead EYFS Lead Partnership ECT mentoring Partnership cross school INSET – ‘ethic of excellence’ S and L Training – TA’s Moderation in all year groups across partnership Self-led development using staff meetings Mentoring/coaching opportunities (growth project) Computing curriculum training	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (EEF)	1, 2, 3
Retention Development of a healthy and supportive working environment. Well-being representatives from Teacher/TA’s/LBS. Staff mtgs/TA mtgs		
Evidence	Floor books (Rec) Writing/maths/topic books (Y1 –Y6) Planning documents Staff meeting minutes Professional growth model feedback Moderation evidence Lesson obs/interventions obs feedback	

Targeted academic support

Budgeted cost: £10,383.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions On-going CPD to support Monitoring	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (EFF)	1, 2, 3
Small group tuition On-going CPD to support Monitoring		
1;1 support for disadvantaged pupils On-going CPD to support Monitoring		

Wider strategies

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead Home/school links Pupil Voice	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support (EFF)	4
Implementation of a new approach to behaviour		
Financial support After-school clubs Trips Residential visits Uniforms School milk		
Evidence	Parent meeting Pupil premium Staff Meeting	

Total budgeted cost: £29,830

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 2021 to 2022 academic year.

Aim	Outcome
<p>PP Children document is completed to show how funding is used in the areas of:</p> <p>Quality First Teaching</p>	<p>We achieved:</p> <p>Quality first teaching</p> <p>Professional growth model</p> <p>Lesson observations/professional dialogue</p> <p>Phonics CPD</p> <p>Writing CPD and moderation activities across Endeavour schools</p> <p>ECT mentoring</p>
<p>PP Children document is completed to show how funding is used in the areas of:</p> <p>Targeted academic support</p>	<p>We achieved:</p> <p>Pupil premium children highlighted and interventions planned for during pupil progress meetings.</p> <p>Evidence-based interventions for whole class</p> <p>Small group interventions</p> <p>1:1 support using systematic and consistent teaching strategies.</p> <p>Purchase of phonics scheme</p> <p>Focus on daily reading with targeted children</p> <p>Liaising with Sp & L practitioners</p>
<p>PP Children document is completed to show how funding is used in the areas of:</p> <p>Wider strategies</p>	<p>We achieved:</p> <p>use of sports coach</p> <p>Home / school links embedded and strengthened through PP lead</p> <p>Residential trips were attended by all children, who wished to go, in Year 5 and Year 6.</p> <p>School clubs</p> <p>Mentoring programme.</p>

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Monitoring of children's progress compared to the wider school population and addressing gaps and misconceptions in their learning.</p> <p>The provision of a trained member of staff to provide pastoral support and guidance for families.</p> <p>Extra-curricular activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults.</p> <p>Forest school activities to provide a different experience of learning outdoors which helps to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children are able to settle well into a new school environment.</p> <p>Gaps in their learning are identified and addressed enabling them to continue their learning in a new environment.</p> <p>Children are supported to build social skills, self-esteem and develop positive attitudes.</p> <p>Children feel a sense of community with other service children in the school.</p>