



# Emmbrook Infant School Pupil Premium Strategy Statement 2019-2020

At Emmbrook Infant School we have a clear philosophy that our children will achieve personally, socially and academically to become life-long learners. So not only do we support the academic learning, but we also provide our children with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. To support their academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, with classroom support if appropriate.

*‘Provision for disadvantaged pupils is highly effective. Leaders know these pupils very well and have a deep understanding of their barriers to learning. They champion pupils’ needs successfully, ensuring that they do not get forgotten. As a result of the specific help they receive, disadvantaged pupils make very good progress over time. They achieve very well in relation to all pupils nationally.*

‘Ofsted January 2019

## Measuring Impact:

We will use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils’ learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. At the end of the school year we will publish all our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in closing the gap for all learners. We believe that the enrichment activities we provide through the PPG will help our children become increasingly confident in all aspects of their learning and development. Over the last 4 years we have significantly closed the gap for our Pupil Premium pupils who have outperformed all children nationally. For the academic year 2019-20, staff training will focus on deeper learning across the whole curriculum, moving more children towards the greater depth standard and we will use this to ensure our most able PPG pupils make rapid progress and achieve the highest outcomes. Use of the Pupil Premium Grant is fluid as pupil needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

1. Summary information					
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£15, 400	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils</b>	178	<b>Number of pupils eligible for PP</b>	12	<b>Dates for next internal reviews of this strategy</b>	Nov 19, Mar 20, Jul 20

<b>2. Current attainment 2019</b>		
	<i>PPG 2019</i>	<i>National Non PPG 2019 (tbc)</i>
KS1-4 pupils sat the end of Key Stage 1 assessments.		
% achieving KS1 age related expectation or above in reading, writing & maths (or equivalent)	100%	-
% achieving KS1 age related expectation or above in reading	100%	
% achieving KS1 age related expectation or above in writing	100%	
% achieving KS1 age related expectation or above in maths	100%	
% achieving KS1 Greater Depth Standard in reading	50%	
% achieving KS1 Greater Depth Standard in writing	50%	
% achieving KS1 Greater Depth Standard in maths	50%	
% making expected progress from the end of Foundation Stage in reading	100%	
% making expected progress from the end of Foundation Stage in writing	100%	
% making expected progress from the end of Foundation Stage in maths	100%	
% making rapid progress from the end of Foundation Stage in reading	25%	
% making rapid progress from the end of Foundation Stage in writing	50%	
% making rapid progress from the end of Foundation Stage in maths	25%	
Year 1- 6 pupils sat Year 1 assessments		
% achieving Year 1 age related expectation or above in reading	83%	
% achieving Year 1 age related expectation or above in writing	67%	
% achieving Year 1 age related expectation or above in maths	83%	

EYFS-2 pupils were assessed against the Early Learning Goals in EYFS		
% achieving the Early Learning Goal or above in reading in EYFS	100%	
% achieving the Early Learning Goal or above in writing in EYFS	100%	
% achieving the Early Learning Goal or above in maths in EYFS	100%	
% achieving the Good Level of Development in EYFS	100%	
In-school barriers		
A.	Speech and language difficulties	
B.	Challenging behaviour	
C.	English as an additional language	
External barriers		
D.	Poor punctuality	
E.	Not reading regularly at home	
F.	Parental engagement with school events (e.g. parents' evenings)	
G.	Poor parental literacy skills	
H.	Child protection / Looked After status	
I.	Lack of necessary school equipment every day	
J.	Lack of parental aspirations	
K.	High level of special educational need	

3. Desired outcomes	
A.	At least good progress from starting points for all children
B.	All children to meet age related expectation in reading, writing and maths
C.	Readiness for Key stage 2 transition.
D.	Regular reading at home
E.	Regular attendance at extra-curricular clubs

<b>F.</b>	Parental engagement at all relevant school events
<b>G.</b>	Daily school readiness for every child (necessary daily equipment, breakfast etc)
<b>H.</b>	100% attendance at Structured conversations from all parents/carers

#### 4. Planned expenditure

<b>Academic year 2019-20</b>	<b>£15,400 12 pupils (1 Looked After children, 1 Armed Forces)</b>
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#### Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented?</b>	<b>Staff lead</b>	<b>When will you review</b>
At least good progress from FS2.	Targeted TA support in maths and Literacy	Smaller working groups lead to better outcomes for PPG pupils. Targeted focus on learning gaps.	Termly pupil progress meetings attended by all staff. Targeted Data tracking	CG	Nov 19, Mar 20, Jul 20
Meeting at least age-related expectations in reading, writing and maths	Individualised learning programmes/ home learning where appropriate	To ensure PP pupils do not regress during the holidays. Targeted h/w when needed	Termly pupil progress meetings. Data tracking PPG meetings	JW	Half-termly
	Catch-Up Maths and Reading x 2 week- bespoke to weekly gaps in learning	To ensure all concepts are embedded and the pupils are next stage ready.	Termly pupil progress meetings attended by all staff	CG HP	Nov 19, Mar 20, Jul 20

All pupils are school ready emotionally, socially and personally.	Individual PP Champion who meets and greets every day, feeds back to class teacher and liaises with parents. Termly pupil conferencing highlights any worries or concerns	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	PP lead to monitor PP team meetings PP Champion termly report	JW/CG	Half-termly
<b>Total budgeted cost</b>					<b>£7000</b>
<b>FS2 PPG Champion</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
FS2 pupils are school ready with all equipment they need on a daily basis.	Book bags organised and checked daily. Daily contact with parents.	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	Pupil Premium termly team meeting	GM	Nov 19, Mar 20, Jul 20
FS2 pupils are next stage ready for KS1	Social and emotional skills development to ensure engagement with learning.	To ensure they are ready for KS1, all children need to have the necessary social skills and emotional literacy skills.	Pupil Premium termly team meeting	GM	Nov 19, Mar 20, Jul 20
<b>Total budgeted cost</b>					<b>£1885</b>

<b>Funding through termly Structured conversations to develop and sustain strong home partnerships</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Greater parental engagement at school events and higher parental aspirations for	Termly structured conversations with parents, class teacher and PPG Champion.	When parents are engaged with their child's learning and have high aspirations, evidence dictates that pupils achieve well.	Termly review meetings – to assess whether targets have been achieved.	JW CT	Termly
<b>Total budgeted cost</b>					<b>£2350</b>
<b>Funding of a dedicated PPG reading champion</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children make at least expected progress achieving at least the expected standard in reading.	1:1 reading x 3 week 1:1 comprehension x 3 week	Reading and being literate is the key to success in all subjects	PPG Champion to monitor and track progress. PPG termly team meetings	JW	Nov 19, Mar 20, Jul 20
Children develop a love of reading and read widely.		Evidence dictates that pupils who read widely and have a love of reading achieve well at the end of KS4.			
<b>Total budgeted cost</b>					<b>£2165</b>

<b>Funding for dedicated Nurture assistant</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are school ready as emotional and social needs are supported and developed.	Nurture Assistant to support children weekly through Circle of Friends, Social Skills groups and 1:1 Nurture session	Children who suffer from any form of anxiety are less likely to succeed at school.	Class teachers make referrals which are monitored by SLT	JK	Termly at PPG Team Meetings
Parents and families are well supported when appropriate.		Pupils attainment can be directly linked to the mental health of their parents.			
<b>Total budgeted cost</b>					<b>£1000</b>
<b>Funding for enrichment and inclusion</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have a greater sense of belonging to school community leading to greater engagement with their learning	Fully funded extra-curricular clubs-1:1 support when needed	A greater sense of inclusion generates a greater desire to follow school rules and ethos leading to greater outcomes.	Clubs manager to monitor attendance and sign up.	BH JB	Termly
	Free school uniform		Bursar to budget for.		
	Fully funded school educational trips x 2 year		Bursar to budget for. Annual PPG survey.		
<b>Total Budgeted cost</b>					<b>£1000</b>
					<b>TOTAL: £15,400</b>

<b>5. Previous expenditure</b>			
<b>Academic year 2018-19</b>	<b>£14,520 11 pupils (3 Looked After children, 1 Armed Forces)</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ At least expected progress from FS2 in reading, writing and maths.</li> <li>➤ Meeting age-related expectations in reading, writing and maths</li> </ul>	<p>Targeted TA support in maths and Literacy</p> <p>Bespoke Catch-Up Maths and Reading x 2 week</p>	All pupils made at least expected progress in reading and writing and maths. 50% made rapid progress from EOYFS in reading, writing and maths. Parental attendance at parents' evenings and meetings was very good.	£6825
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Greater parental engagement at school events and higher aspirations</li> </ul>	Termly structured conversations with parents, class teacher and PPG Champion	Attendance at structured conversations was 100% with parents and carers engaging in set targets.	£2350
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children make at least expected progress achieving at least the expected standard in reading.</li> <li>➤ Children develop a love of reading and read widely.</li> </ul>	<p>1:1 reading x 3 week</p> <p>1:1 comprehension x 3 week</p>	All made at least expected progress from end of EYFS with 50% making exceeding progress in reading, maths and writing. Reading dairies and journals evidence regular reading and an enjoyment of books.	£2165

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ FS2 pupils are school ready with all equipment they need on a daily basis.</li> <li>➤ FS2 pupils are next stage ready for KS1</li> </ul>	<p>Book bags organised and checked daily.</p> <p>Daily contact with parents.</p> <p>Social and emotional skills development to ensure engagement with learning.</p>	FS2 pupils all met the GLD and made good progress from their starting points. All were ready for transition into year 1.	£1,500
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children are school ready as emotional and social needs are supported and developed.</li> <li>➤ Parents and families are well supported when applicable.</li> </ul>	ELSA to support children weekly through Circle of Friends, Social Skills groups and 1:1 Nurture session	Children engaged fully in 1:1 nurture sessions which enabled the NA to support and enhance the learning in class and support parents when necessary. Anxieties were reduced and as a result the children were more engaged with their learning.	£1000
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact.</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children have a greater sense of belonging to school community leading to greater engagement with their learning</li> </ul>	<p>Fully funded extra-curricular clubs</p> <p>Free school uniform</p> <p>Fully funded school educational trips x 2 year</p>	<p>All children felt a sense of belonging to the school community. 82% uptake of after-school clubs.</p> <p>All trips paid for to enable full participation and enjoyment.</p>	£1000
<b>Total budgeted Cost</b>			<b>£14,840</b>

Designated Staff member in charge: Corrina Gillard (Headteacher)  
Nominated Governor: Kate Benson

PPG Champion: Jenny Wright (Deputy Head)