

Pupil premium strategy statement: Emmbrook Junior School

1. Summary information					
School	Emmbrook Junior School				
Academic Year	2019-20	Total PP budget (Financial year 2019/2020) Including carry forward from 2018-2019	£36,524	Date of most recent PP Review	01.02.18
Total number of pupils	246	Number of pupils eligible for PP	19	Date for next internal review of this strategy	01.02.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	50%	71%
% achieving expected standard or above in reading	63%	79% (73%)
% achieving expected standard or above in writing	50%	83% (78%)
% achieving expected standard or above in maths	63%	85% (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Vocabulary and application of language and spelling patterns is poor for disadvantaged children
B.	Disadvantaged boys reading and writing levels do not match the attainment levels of girls
C.	Pupils mental health and well-being including independence in both learning and life skills needs to be addressed
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some disadvantaged pupils arrive to Emmbrook with little or no English or are new to the country.

F.	Parental engagement of disadvantaged pupils is low	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved use of oral and written vocabulary seen in writing and observed in Teacher Assessments for all disadvantaged pupils across KS2	<ul style="list-style-type: none"> • Teacher assessment of vocabulary suited to both purpose and audience (both written and oral) affirms that children are improving • Lesson observations highlight increased focus on vocabulary by both the teacher and the pupils • Writing moderation provides evidence of increased application of vocabulary • Process of 'edit and improve' modelled by teachers and used consistently by children across the school to improve their own writing • The gap between PP and non-PP pupils meeting ARE remains non-existent or narrows in every year group • PP children make better than expected progress in writing assessments • Long term: teachers and pupils engage in Voice 21 oracy project and identified actions
B.	Higher rates of progress and attainment across KS2 in spelling	<ul style="list-style-type: none"> • Measures of spelling accuracy in class work and summative test data shows disadvantaged pupils are making rapid progress in spelling • Writing moderation demonstrates higher levels of spelling application • Lesson observations and learning walks demonstrate that children can explain strategies for spelling and apply them or find exceptions to the rule • Spelling journals demonstrate evidence that children are exploring and applying new spelling rules during investigative lessons
C.	High attaining disadvantaged pupils are challenged and stretched in their learning	<ul style="list-style-type: none"> • All teachers plan for (formal plan or notebooks) for stretch and challenge in all subjects • Children understand and can share how they can challenge themselves in their own learning using the 5Bs • Tracking demonstrates higher attaining pupils remain on track to meet Greater Depth • Challenge interventions in core subjects allow opportunity for children to be challenged in their learning
D.	PP children who are also EAL to make rapid progress to be inline with their peers in attainment levels	<ul style="list-style-type: none"> • Quick intervention when EAL pupils join school to address basic acquisition of English • Evidence in both planning and lessons of EAL pupils being scaffolded for by both support and resources • 1:1 or small group Racing to English sessions at least 3x per week • EAL TAs supporting in-class situations to promote expectation of EAL learners to engage in classroom learning • Regular feedback from the teacher to EAL learners to support and develop their learning
E.	PP children attend school regularly and on time	<ul style="list-style-type: none"> • Attendance data monitored with quick intervention to make contact with parents • Overall attendance of PP children increases in line with whole school target of 97% • Children arrive in school ready to learn and participate in morning learning tasks • Hard to reach families identified and support put in place where necessary
F.	Increased parental engagement for disadvantaged pupils, particularly those with EAL	<ul style="list-style-type: none"> • Greater number of parents attend school events and parents evenings • Children be a part of the invitation process to their parents to engage their participation • Class teachers to be flexible in arranging parents evening appointments

- Class teachers to follow up non-attendance to parents evening to offer another appointment
- Children are supported with their home learning or provided in-school opportunities or resources where necessary

5. Planned expenditure

Academic year **2019-20**

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 ?
Improved use of oral and written vocabulary seen in writing and observed in Teacher Assessments for all disadvantaged pupils across KS2	<ul style="list-style-type: none"> • Continuous Professional Development for staff involved in leading the development of oral vocabulary paired with support from SLT to deliver training to all staff on this • Strategic approach to English clear within the English subject lead team who are used to give advice to all staff members • Rigorous monitoring of use of vocabulary within lessons (or on learning walks) <ul style="list-style-type: none"> • Modelling high quality use of language by teachers to 	<p>Writing moderation and teacher feedback shows that application of vocabulary is low and children do not know how to challenge themselves with appropriate vocabulary choices.</p> <p>KS2 data shows writing has not improved in standard at the same rate as other subjects.</p> <p>Ensuring the profile of vocabulary is raised will ensure it is a priority for all staff.</p>	<p>Robust and regular evidence gathering via the monitoring schedule of book looks, learning walks and lesson observations.</p> <p>Clear action plan and support of English Subject Team and Oracy lead.</p> <p>In the process of 'live marking' or in giving written feedback, PP children are the first to receive this feedback.</p> <p>Oracy lead to share strategies regularly during staff meetings</p>	English Team; CB, SW, KB, RS	Termly

	<p>disseminate to pupils across school</p> <ul style="list-style-type: none"> • Oracy lead share strategies, games and techniques for 'quick-fire' oracy opportunities for teachers to develop on a weekly basis • Investment in quality vocabulary building games for disadvantaged pupils to borrow from 'The Games Library' 				
Higher rates of progress and attainment across KS2 in spelling	<p>Change in method of teaching spellings</p> <p>Spelling support in the lesson (as opposed to out of the class intervention)</p> <p>Children who are not making rapid progress identified and relevant and measured intervention put in place</p> <p>Investment in a well-researched and recommended spelling intervention</p>	<p>Spellings were previously taught in ability groups by different teachers where class teachers did not have knowledge of spelling pattern all children in class were learning and could not refer to it in other parts of curriculum. Spelling assessments were out of date and therefore tracking was poor. Spelling scores have been consistently low when tracking against NC expectations. Teachers were not developing links between spelling patterns. Some TAs were delivering spelling lessons to lower attaining pupils and therefore not all children were receiving quality first teaching. Chosen spelling programme is proven to work in other schools and provides appropriate literature to up-skill teachers when in spelling lessons.</p>	<p>All children receive quality first teaching of a spelling rule/pattern which teachers can then follow up and apply in other parts of the curriculum. All teachers responsible for the spellings of all children in their class. Spelling rules can be applied to model writes in English as a teaching point. Support in the classroom is both inclusive and specific to groups of children not making expected progress- reinforces rather than replaces</p>	English Team; CB, SW, KB, RS	

<p>High attaining pupils with PP are challenged and stretched in their learning through high quality teaching and learning.</p>	<p>Planning and continuous provision of stretch and challenge in all lessons</p>	<p>Use of ability grouping has meant ceiling was put on each group and stretch and challenge was not provided for all children, particularly those who are disadvantaged.</p> <p>End of year and KS data demonstrated lack of challenge for disadvantaged pupils as limited numbers achieved GD.</p> <p>We want to inspire and improve the skills and knowledge of pupils to stretch themselves and understand how to self-challenge as well as apply their skills in different contexts. This can also be shared with parents.</p>	<p>Regular monitoring through book looks, learning walks and lesson observations paired with in-depth discussions of groups of children at pupil progress meetings.</p> <p>Data analysis</p> <p>PP identified and stretched in class using questioning, making expectations clear and in giving immediate feedback</p> <p>Investment in resources to stretch and challenge pupils and support teachers in their provision of this</p>	<p>All staff; monitoring by SLT</p>	
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<p>PP children who are also EAL to make rapid progress to be inline with their peers in attainment levels</p>	<p>CPD and training delivered to all teachers and TAs to up-skill to plan and be prepared for EAL learners, with support from TAs directed to specific learning areas.</p> <p>Programme of teaching of English (Racing to English) to be embedded and begin in first week of new arrival with regular opportunities to revise new English (with class teacher, TA or parent helper)</p> <p>New- to- school pupil/ parents interview process developed to gain as much information as possible about child/ home culture</p> <p>Use of Learning Tools (Immersive Reader) to support in class provision</p>	<p>More EAL children joining school this year and last year's data shows evidence EAL pupils did not meet age related expectations.</p> <p>Need for clear and tracked process of assessment and delivery of early English intervention to all EAL pupils.</p>	<p>Tracking process implemented and shared and then overseen by Inclusion Manager</p> <p>Regular tracking of small steps for EAL pupils as well as in using whole-school summative data analysis</p> <p>CPD and training followed by regular review to monitor support given to EAL pupils</p>	<p>SLT</p>	
Total budgeted cost					£6,863
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 ?

<p>Diminish the difference between Reading and Writing levels between disadvantaged and non-disadvantaged children</p>	<ul style="list-style-type: none"> • Regular reading with adult in school • High quality books used in Booktalk and Class Novels • Variety of reading activities delivered, reinforced by comprehension in line with a variety of question styles • Reading intervention 	<p>Previous support has shown that when barriers to learning are addressed more pupils are able to engage in lessons and understand the reasons why they are learning what they are.</p> <p>Clear indication of the WALT and the 'bigger picture' shared with all pupils in atleast all core subject lessons.</p> <p>Regular, timely and purposeful feedback given to encourage children to self-evaluate, question and stretch their own learning.</p> <p>Quality teaching and learning through planned lessons, resourced and scaffolded appropriately in atleast all core subjects.</p> <p>Booktalk texts available for disadvantaged pupils to take home to read at their leisure before or after read in class.</p>	<p>Regular monitoring (scheduled in monitoring timetable)</p> <p>CPD during staff meetings</p> <p>Links to teacher and TA appraisal targets</p>	<p>SLT; KB; class teachers</p>	<p>Termly</p>
<p>Ensure all disadvantaged pupils have equal access to in-school and out of school provision and have a rich diet of cultural capital</p>	<ul style="list-style-type: none"> • Clear understanding of the 'whole child' approach to PPG by developing and using a PPG pupil profile identifying current provision and other needs • Tailored CPD for all teaching staff covering identification of need, provision and areas to consider for disadvantaged children • Monitoring of data for PPG pupils including attendance to build a picture and • Access to clubs and out of school provision (support in 	<p>A need for all stakeholders to be part of the provision for all disadvantaged pupils, sharing the responsibility and understanding of the child. A consistent and well-used working document for reference and to build a view of the whole child across their time at Emmbrook Juniors was needed so we could best reinforce any area of weakness or difficulty they may encounter.</p> <p>PPG champion to share expertise to reinforce in-class provision as opposed to be instead of.</p> <p>It is important that children have a culturally rich diet of experiences both in and out of school and that we view the 'whole child' to ensure we best embed skills for the future</p>			<p>Termly</p>

Total budgeted cost					£9,335
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 ?
Children to be resilient to have a go in their learning and to use mistakes as a learning point	Well-being focus across school including access to clubs such as yoga, mindfulness and Forest Schools In-school 'Spartan Club' delivered by Sports Coach	Research and previous support shows reducing barriers to learning allows for children to find confidence to have a go. Pupil voice interviews highlighted children felt that they didn't always learn from the marking policy and therefore it was necessary to engage children in 5Bs, school values and marking symbols to develop this skill.	Well-being action plan and team Monitoring Feedback from pupils, teachers and parents.	KB/PT	Termly
Total budgeted cost					£7,328

6. Additional detail
Since Autumn 2018, in-school changes in assessment approach means data tracking has been inconsistent. A consistent approach has been adopted since Summer term 2018.

7. Review of expenditure				
Previous Financial Year		2018-19		Total: £32.893
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost £4,857
<p>4A The difference in maths attainment between PP pupils and others will diminish.</p>	<p>-PP pupils are a focus for all learning walks. -Teachers and support staff have high expectations of all children. -Maths Lead to deliver staff training on challenging all groups of children. -Investment in a maths scheme to stretch and challenge the abilities of all children. -Booster SATs lessons. -Year 6 maths set three ways. -Times table challenge scheme to be introduced Autumn Term. -Staff training on high quality feedback, verbal and written comments.</p> <p>CPD in maths and the National Curriculum.</p>	<p>Revised marking symbols to allow for</p> <p>Cohort 2019 outcomes</p> <p>Reading: PP: 63% meeting others: 78% meeting Writing: PP: 50% meeting others: 83% meeting Maths: PP: 63% meeting others: 85% meeting</p> <p>Cohort 2020 outcomes</p> <p>Reading: PP: 100% meeting others: 90% meeting Writing: PP: 67% meeting others: 72% meeting Maths: PP: 100% meeting others: 99% meeting</p> <p>Cohort 2021 outcomes</p> <p>Reading: PP: 80% meeting others: 84% meeting</p> <p>Writing: PP: 60% meeting others: 75% meeting Maths: PP: 60% meeting</p>	<p>PP pupils being focus for all learning walks difficult to monitor and not shared with staff effectively enough. Now implemented clearly and regularly by all staff in monitoring schedule.</p> <p>PPG statement to be shared and reviewed with staff alongside School Improvement Plan</p> <p>Responsibility for actions to be shared with all staff and monitored to increase accountability across the school</p> <p>Development of the opportunities for stretch and challenge in Maths is a key target in the School Improvement Plan</p> <p>Development of 'edit and improve' techniques including CPD on how to model and reinforce this in writing and planning for opportunities in medium term writing plan.</p> <p>When completing a book look, SLT/Subject leads will always take a cross-section of PP children across the school</p> <p>Development of PP Case Study to be completed and shared between teachers, pupils and PPG champions in order to ensure breadth of support covers academic as well as social and emotional, outside school provision and what we know a child needs.</p> <p>Timetables scheme reviewed, adapted and reinforced with planned application of and teaching of learning times tables.</p>	

		<p>others: 81% meeting</p> <p>Cohort 2022 outcomes</p> <p>Reading: PP: 67% meeting others: 92% meeting</p> <p>Writing: PP: 67% meeting others: 98% meeting</p> <p>Maths: PP: 67% meeting others: 99% meeting</p>	<p>See strategy for academic year 2019/20</p>	
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<p>4B The difference in reading and writing attainment between PP pupils and others will diminish.</p>	<ul style="list-style-type: none"> -PP pupils are a focus for all learning walks. -Teachers and support staff have high expectations of all children. -Staff training on high quality feedback, verbal and written comments. -Staff training for the whole school approach to teaching writing. -Outstanding Book Talk lessons used as a benchmark for other staff. -Booster SATs lessons -Reading for Pleasure incentives introduced to promote reading eg Reading Race and Book Review competition. 		<p>KS2 data shows writing has not improved in standard at the same rate as other subjects. Writing moderation and teacher feedback shows that application of vocabulary is low and children do not know how to challenge themselves with appropriate vocabulary choices. See strategy for 2019/20</p>	
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<p>C.PP pupils' ability to spell and use new language in written and oral work will develop across the curriculum.</p>	<p>Embedding of the Read Write Inc spelling scheme across the whole school.</p> <p>Class teacher monitoring of learned words used appropriately in written work.</p> <p>Provision for less and more able pupils who are beyond the scope of the RWI scheme.</p>	<p>Cohort 2019 GPS Attainment – PPG 76% Others 88%</p> <p>Cohort 2020 Spelling – PPG 33% Others 72%</p> <p>Cohort 2021 Spelling – PPG 80% Others 80%</p> <p>Cohort 2022 Spelling – PPG 67% Others 38%</p>	<p>Introduction of new spelling scheme. Spellings no longer taught in ability groups. Up to date assessments and better tracking of data needed. See strategy for 2019/20</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost £24,816</p>
<p>A. The difference in maths attainment between PP pupils and others will diminish</p>	<p>Identification of pupils for targeted intervention including CatchUp Numeracy.</p> <p>TA support in maths. lessons</p>	<p>-</p>	<p>See strategy for 2019/20</p>	

<p>B. The difference in reading and writing attainment between PP pupils and others will diminish.</p>	<p>Identification of pupils for targeted intervention including CatchUp Literacy, ABC to Read, P4L, reading comprehension.</p> <p>TA support in English lessons</p>		<p>See strategy for 2019/20</p>	
<p>C. PP pupils' ability to spell and use new language in written and oral work will develop across the curriculum.</p>	<p>Targeted interventions: Tracks Precision Spelling Reading comprehension ABC to Read TA support in English lessons.</p>		<p>See strategy for 2019/20</p>	
<p>lii Other Approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost £3,220</p>
<p>Children will be supported with personal, social, emotional development and wellbeing to allow them to participate fully in the curriculum.</p>	<p>Trained staff deliver nurture interventions eg ELSA, Fun Friends, Lego Therapy and 1:1 support. Identified children access bubble time with trained member of staff.</p>	<p>Improved confidence, sense of well-being and self-esteem enabling identified children to be ready to learn. Improved social skills and better resilience allowing children to problem solve.</p>	<p>See strategy for 2019/20</p>	

<p>The attendance and aspirations of our PP pupils will increase; parental engagement, expectation and understanding of PP pupils will improve.</p>	<ul style="list-style-type: none"> -Clear procedures for dealing with attendance. -IPP meetings with parents to set and agree termly progress targets. -Support for parents to help their child's home learning. -Daily Meet and Greet at the school gates. -Lunchtime Homework Club. Prioritised parent appointments within the school day. -Free lunchtime Spartan Club to encourage a sense of belonging and develop confidence and self-esteem. - Enrichment opportunities offered as a priority to PP pupils. -Children can participate in one school funded extra-curricular clubs, school uniform is provided for identified children. School educational trips are part or fully funded for identified children funded. 	<p>Improved home/school relationships with parents able to speak to PP Champion TA at any time during school day. Sense of belonging and feeling the same as the whole school community. PP children able to participate fully. Children have the correct equipment</p>	<p>See strategy for 2019/20</p>	
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