

Emmbrook Junior School Pupil Premium Strategy Statement 2020-2021



Mission Statement

We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful and well-rounded individuals in our global community.

We will:

- Provide a creative and stimulating environment, where all our children enjoy learning and feel happy, safe and valued.
- Grow our children's self-awareness, self-esteem and respect for the feelings, beliefs and opinions of others to prepare them positively for their adult lives.
- Develop motivated, hard-working, inquisitive and well-behaved children who take increasing responsibility for their own learning.
- Enable children to face challenges and embrace change through perseverance, determination and flexibility.
- Support children to develop personal responsibility, work collaboratively and prepare themselves for secondary education.
- Recognise and celebrate the achievements of all.

At Emmbrook Junior 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.

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 needs 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. For the academic year 2020-21, staff training will focus on high expectations, targeting PP pupils wherever appropriate, and we will do 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 below are indicative and as such are subject to change.

1. Summary information					
Academic Year	2020-21	Total PP budget	£17,541 (£1,401 carry forward)	Date of most recent PP Review	July 20
Total number of pupils	252	Number of pupils eligible for PP	12	Dates for next internal reviews of this strategy	Nov 20, Mar 21, Jul 21

2. Current attainment 2020 - None available due to Covid 19 so the 2019 data has been left in for reference.		
	PPG 2019	National Non PPG 2019
KS2 - 8 pupils sat the end of Key Stage 2 assessments (2018-19 data)		
% achieving KS2 age related expectation or above in reading, writing & maths (or equivalent)	50%	71%
% achieving KS2 age related expectation or above in reading	63%	73%
% achieving KS2 age related expectation or above in writing	50%	78%
% achieving KS2 age related expectation or above in maths	75%	79%
% achieving KS2 Greater Depth Standard in reading	25%	27%
% achieving KS2 Greater Depth Standard in writing	0%	20%
% achieving KS2 Greater Depth Standard in maths	0%	27%
% making expected progress from the end of KS1 in reading	63%	N/A
% making expected progress from the end of KS1 Stage in writing	75%	N/A
% making expected progress from the end of KS1 in maths	75%	N/A

% making greater than expected progress from the end of KS1 in reading		0%	N/A
% making greater than expected progress from the end of KS1 in writing		0%	N/A
% making greater than expected progress from the end of KS1 in maths		0%	N/A
Year 5 - 3 pupils sat Year 5 assessments			
% achieving Year 5 age related expectation or above in reading		100%	N/A
% achieving Year 5 age related expectation or above in writing		67%	N/A
% achieving Year 5 age related expectation or above in maths		100%	N/A
Year 4 - 5 pupils sat Year 4 assessments			
% achieving Year 4 age related expectation or above in reading		60%	N/A
% achieving Year 4 age related expectation or above in writing		60%	N/A
% achieving Year 4 age related expectation or above in maths		80%	N/A
Year 3 - 2 pupils sat Year 3 assessments			
% achieving Year 4 age related expectation or above in reading		50%	N/A
% achieving Year 4 age related expectation or above in writing		50%	N/A
% achieving Year 4 age related expectation or above in maths		50%	N/A
In-school barriers			
A.	Vocabulary acquisition & progression in sentence structures		
B.	Mental Health & Well-being Concerns		
C.	English as an additional language (6 out of 19* PPG pupils have EAL)		
External barriers			
D.	Not reading regularly at home		
E.	Parental engagement with school events (e.g. parents' evenings)		
F.	Poor parental literacy skills		
G.	Child protection / Looked After status		

H.	Lack of parental aspirations
I.	High level of special educational need (4 out of 19* PPG pupils are also SEN; 1 pupil is PPG, SEN (DHH) & EAL)
J.	Limited wider experience and cultural capital
3. Desired outcomes	
A.	At least expected progress from (KS1) starting points across all subjects for all children
B.	All children working with in key stage to meet age related expectation in reading, writing and maths (and at least 20% to reach greater depth).
C.	Readiness for transition to secondary school
D.	Greater parental engagement at school events and higher parental aspirations
E.	100% attendance at formal meetings (parent consultations/IPP meetings EHCP annual reviews etc.) from all parents/carers
F.	PPG children to make accelerated progress in reading from starting points in terms of measured reading age.
G.	Children develop a love of reading and read widely.
H.	Children have a greater sense of belonging to school community leading to greater engagement with their learning
I.	Enhanced engagement and self-esteem to develop pupil confidence

* Currently 19 PPG pupils in school – funding relates to 12 children at January Census

4. Planned expenditure					
Academic year 2020-21		£17,541 (including £1,401 carry forward) 12 pupils at January census £24,566 total spend (£7,026 budgeted from wider curriculum)			
Quality of teaching for all					
Desired outcome A & B	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>At least expected progress from starting points for all children (KS1)</p> <p>All children working with in key stage to meet age related expectation in reading, writing and maths (and at least 20% to reach greater depth).</p>	Targeted support in maths and English and other areas of the curriculum through quality first teaching.	Support from CT (or additional adult) lead to better outcomes for PPG pupils. Targeted focus on learning gaps.	Termly pupil progress meetings attended by all staff. Targeted Data tracking	JU & LB	Nov 20, Mar 21, Jul 21
	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 meetinas	LB & CTs	Half-termly
	Targeted Maths and Reading as required - bespoke to weekly gaps in learning - Planned by teachers & delivered by intervention TAs	To ensure all concepts are embedded and the pupils are next stage ready.	Termly pupil progress meetings attended by all staff	JU SLT	Nov 20, Mar 21, Jul 21
	Purchase and embed use of Accelerated Reader	Ensure all children are properly assessed and challenged in reading	To become part of on-going practice and pupil progress meetings.	RS	Nov 20, Mar 21, Jul 21
	Targeted 'catch-up' to fill gaps created during lockdown following entry/baseline assessments in maths and reading	Disadvantaged children were adversely affected by Covid 19 and lockdown, and gaps need to be quickly identified and filled	Class teachers will identify gaps and plan support and intervention as needed	CTs LB	Nov 20, Mar 21, Jul 21
Total budgeted cost					£8,245

Desired outcome C	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?
Readiness for transition to secondary school	Social and emotional skills development to ensure engagement with learning. <ul style="list-style-type: none"> - Nurture Assistant - Drawing & Talking Course 	To ensure they are ready for secondary school (Y7), all children need to have the necessary social skills and emotional literacy skills.	Pupil Premium termly team meeting	LB	Nov 20, Mar 21, Jul 21
Total budgeted cost					£1,803
Develop and sustain strong home partnerships					
Desired outcome D & E	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?
Greater parental engagement at school events and higher parental aspirations	Termly structured conversations with parents, class teacher and Inclusion Leader.	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.	LB CT	Termly
100% attendance at structured conversations (parent consultations/IPP meetings EHCP annual reviews etc.) from all					

Total budgeted cost					£4,873
Reading					
Desired outcome F & G	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?
PPG children to make accelerated progress in reading from starting points in terms of measured reading age.	Specific support planned for PPG children by teachers and delivered by PPG TA.	Reading and being literate is the key to success in all subjects	Inclusion Leader to monitor and track progress. Termly pupil progress meetings	JU & LB	Nov 20, Mar 21, Jul 21
Children develop a love of reading and read widely.	ABC Reader to deliver 1:1 reading sessions	Evidence dictates that pupils who read widely and have a love of reading achieve well at the end of KS4.			
Total budgeted cost					£8,145
Funding for enrichment and inclusion					
Desired outcome H & I	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 have a greater sense of belonging to school community leading to greater	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.	JU	Termly
	Free school uniform		Bursar to budget for.		

engagement with their learning	Fully funded school educational trips x 2 year		Bursar to budget for. Annual PPG survey.		
Enhanced engagement and self-esteem to develop pupil confidence	Pre-teaching and input for PPG pupils led by TA and planned by teacher and Inclusion Leader			LB	
				Total Budgeted cost	£1,500
					TOTAL:

5. Previous expenditure			
Academic year 2019-20	£36,524 19 pupils		
Desired outcome 1	Chosen action / approach	Estimated impact	Cost
Improved use of oral and written vocabulary seen in writing and observed in Teacher Assessments for all disadvantaged pupils across KS2	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) • Modelling high quality	<p>The bulk of this training and monitoring was due to be undertaken in the second half of the spring and summer term but school closed.</p> <p>The teachers had training on effective modelling in writing with a focus on modelling effective and ambitious vocabulary choices. The writing process was staged to involve a week of guided writing, where children could magpie ideas from the teacher's model, the working wall and each other. Children, particularly the disadvantaged, benefitted from this more focused approach.</p>	

	<p>use of language by teachers to disseminate to pupils across school • 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</p>	<p>This, couple with higher teacher expectations of all in writing has led to better outcomes for all children in writing. Comparative book looks have shown accelerated progress in disadvantaged children's writing and an improvement in their ability to edit and 'upgrade' their writing.</p> <p>Sentence stems to structure paired talk and pupil responses introduced which helped children to explain and explore their thinking and demonstrate understanding as well as use key vocabulary in context.</p> <p>The Games Library was set up (including lots of vocabulary based games) in the spring term and disadvantaged children were encouraged to select a friend to play a game with. The children said that they enjoyed the opportunity to do this though the library was not in place long enough before lockdown to assess the impact of this.</p>	
Desired outcome 2	Chosen action / approach	Estimated impact	Cost

Higher rates of progress and attainment across KS2 in spelling	Change in method of teaching spellings Spelling support in the lesson (as opposed to out of the class intervention) Children who are not making rapid progress identified and relevant and measured intervention put in place Investment in a well-researched and recommended spelling intervention	Diagnostic spelling assessments have been carried out on those children who are weaker in this area in order to pinpoint their exact area of need and to provide targeted support.	£2350
Desired outcome 3	Chosen action / approach	Estimated impact	Cost
High attaining pupils with PP are challenged and stretched in their learning through high quality teaching and learning.	Planning and continuous provision of stretch and challenge in all lessons	There has been a school focus, particularly in the core subjects and in Learning Journey work, on raising expectations of all pupils but also on ensuring that we are providing sufficient stretch and challenge to those who need it, including disadvantaged children. The impact so far has shown in the % of disadvantaged pupils achieving GDS in writing. Next steps are to ensure this success is replicated in Maths and in Reading.	
Desired outcome 4	Chosen action / approach	Estimated impact	Cost

PP children who are also EAL to make rapid progress to be in line with their peers in attainment levels	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. 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) New- to- school pupil/ parents interview process developed to gain as much information as possible about child/ home culture Use of Learning Tools (Immersive Reader) to support in class provision	Increased confidence in support staff who supported EAL pupils using the programmes and resources outlined and there have been huge gains in language acquisition and verbal confidence of EAL PP children.	£6,863
Desired outcome 5	Chosen action / approach	Estimated impact	Cost
Diminish the difference between Reading and Writing levels between disadvantaged and non-disadvantaged children	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	Parent Helpers and ABC to Read helped us increase the reading opportunities for PP children. Timetable changes allow for the daily teaching of reading as well as dedicated time for teachers to read to all children. As a result, the gap is closing in Reading.	
Desired outcome 6	Chosen action / approach	Estimated impact.	Cost

<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>	<p>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</p>	<p>PPG profiles were set up but lockdown thwarted the tailored CPD and our ability to provide sustained club access. This work needs to continue.</p>	<p>£9,335</p>
<p>Children to be resilient to have a go in their learning and to use mistakes as a learning point</p>	<p>Well-being focus across school including access to clubs such as yoga, mindfulness and Forest Schools In-school 'Spartan Club' delivered by Sports Coach</p>		<p>£7,328</p>
<p>Total budgeted Cost</p>			
<p>Covid-19</p>			
<p>As a result of Covid 19, extra measures were put into place to minimise the negative impact on our PP pupils:</p> <ul style="list-style-type: none"> • All were offered and encouraged to take up a place with our Key Worker children during lockdown. • Targeted Home Learning packs were sent home for the summer holidays. • All had fully funded places during the Easter and the May half-term holidays with Funtastic Kids 			

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| <ul style="list-style-type: none">• Weekly check-in phone calls were made by teachers to all PP children and families• Lap tops were offered for use for those without suitable IT• Paper learning packs were offered where appropriate during lockdown• Safeguarding checks were established and followed up on throughout lockdown• All pupils received free packed lunches and vouchers throughout- often delivered by staff• SENDCo made regular phone calls to children on the SEND register | |
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Designated Staff member in charge: J Usher (Head Teacher)

Inclusion Leader: Lisa Brant

Nominated Governor: Katherine Pritchard (Inclusion Governor)