

Pupil Premium Strategy Statement

Emmaus Catholic and Church of England Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Helen Simmerson
Pupil premium lead	Simon Collis
Governor / Trustee lead	Marie Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161820.01
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161820.01

Part A: Pupil premium strategy plan

Statement of intent

- The majority of our pupils, including our disadvantaged pupils, come from 'bookpoor' backgrounds. It is a priority at Emmaus to get every child reading through high quality phonics teaching, using the Read Write Inc Programme.
- Many of our disadvantaged pupils have suffered further disadvantage due to the pandemic causing them to miss long periods of face-to-face learning. It is our aim to provide high quality teaching and learning in order to support them with catching up.
- Our Y3,4 and Y5 classes have a higher than average (for our school) proportion of disadvantaged pupils – Year 3 60%, Y4 51% and Y5 56% compared with a whole-school proportion of 48%. Additional staffing will provide the opportunity for these children to be taught in separate year groups for some subjects in order to accelerate progress.
- Many of the children who enter our Foundation Stage come from 'vocabulary poor' backgrounds and, as such, are working significantly below age-related expectations for use of language. Early reading is essential and starts with phonics in FS1

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of disadvantaged pupils who finished Year 3,4 and 5 working below EXPS in Reading, Writing and Maths.
2	A high proportion of disadvantaged pupils who finished Year 5 working below EXPS for reading and writing.
3	Mixed Year group classes with higher than school average of disadvantaged pupils
4	Children entering the school with very low levels of vocabulary
5	Children entering school with low literacy levels. General lack of support at home with reading.
6	Pupils across school who need additional support to grasp skills and concepts.
8	A higher than average (National and local) number of pupils and families requiring outside agency support such as FIS and Social Care.
9	A higher than national average of pupils on the SEND register.

10	The majority of our pupils, including our disadvantaged pupils, come from 'book-poor' backgrounds.
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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
For current pupils in Year 5 to make accelerated progress in Reading.	At end of Year 6: 70% achieving EXPS or above in Reading.
For current pupils in Year 6 to make accelerated progress in Writing.	At least 60% achieving EXPS or above in Writing.
For Year 1 pupils to gain the skills they need to access formal schooling.	80% of current Year 1 pupils accessing the KS1 curriculum effectively by the end of the academic year 2024-25
For children in mixed year group classes to make progress and attain in line with the pupils in the straight year group classes.	End of Year data for pupils in the year 3/4 and 5/6 classes are comparable
For children to be reading in line with expectation.	By Summer term 2 in Reception, 75% of pupils to be on the green level of the RWI programme. By Summer term 2 in Year 1, 75% of pupils to be on the yellow level of the RWI programme. By Summer 2 in Year 2, 75% of pupils to be on the grey level of the RWI programme.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 86,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a teacher for additional targeted teaching in Year 5 and 6	'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Full report: https://bit.ly/3nxQPcl	1 2

		3
Employing a teacher for additional targeted teaching in Year 1 and 2	'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Full report: https://bit.ly/3nxQPcl	3
RWI subscription for ongoing staff training and phonics support	EEF research on use of a phonics scheme https://bit.ly/2VlspBG Evidence on use of RWI ruth miskin literacy inc - _read_write_inc_research_and_evidence-1-1.pdf EEF information on improving KS1 literacy (Point 3) Improving Literacy in Key Stage 1 EEF	6 10 5
Teacher to support CPD in teaching of RWI phonics	RWI subscription for ongoing staff training and phonics support. EEF research on use of a phonics scheme https://bit.ly/2VlspBG Evidence on use of RWI ruth miskin literacy inc - _read_write_inc_research_and_evidence-1-1.pdf	6 10 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver 1:1 phonics Teaching in Year 1 and 2	EEF research on use of a phonics scheme https://bit.ly/2VlspBG Evidence on use of RWI ruth miskin literacy inc - _read_write_inc_research_and_evidence-1-1.pdf EEF information on improving KS1 literacy (Point 3) Improving Literacy in Key Stage 1 EEF	6 10 5
RWI taught across the school daily to	EEF research on use of a phonics scheme https://bit.ly/2VlspBG	6 10

those pupils who need it.	<p>Evidence on use of RWI ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p> <p>EEF information on improving KS1 literacy (Point 3) Improving Literacy in Key Stage 1 EEF</p>	5
TAs in classrooms to complete daily pre and post-teaching.	<p>EEF evidence on effective use of TAs in classrooms (Point 2,3,5,6) Making Best Use of Teaching Assistants EEF</p>	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 58,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time safeguarding and pastoral lead.	<p>Evidence on the effect punctuality has on learning in the Primary school https://bit.ly/3k86qWB</p> <p>Attendance intervention Attendance-REA-report.pdf</p>	8
Trauma Informed schools provision	<p>Papers on the use of TIS Trauma-Informed Schools: Introduction to the Special Issue School Mental Health</p> <p>Effects of trauma-informed approaches in schools: A systematic review - Maynard - 2019 - Campbell Systematic Reviews - Wiley Online Library</p>	8 9
RWI home reading books purchased for all pupils on the RWI programme to be kept by the pupils 6	<p>EEF research on use of a phonics scheme https://bit.ly/2VlspBG</p> <p>Evidence on use of RWI ruth_miskin_literacy_inc_-_</p>	5 6 10

	_read_write_inc_research_and_evidence-1-1.pdf EEF information on improving KS1 literacy (Point 3) Improving Literacy in Key Stage 1 EEF	
Purchase of high, quality texts to encourage reading for pleasure	Reading For Pleasure Research National Literacy Trust	5 10

Total budgeted cost: £ 162,816

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Y6 disadvantaged pupils results were higher or in line with national data

Reading Writing and Maths

School 38.9 National 44.2

Reading

School 66.7 National 60.6

Writing

School 61.1 National 58.1

Maths

School 61.1 National 59.1

GPS

School 77.8 National 59.3

Science

School 72.2 National 68.2

Phonics Y1

School 64.3 National 68

Phonics Y2

School 77.8 National 82

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.