

EMMAUS



Pupil Premium Grant Expenditure: 2016/17

Pupil Premium Grant allocation

£187,000

Main barriers to educational achievement faced by eligible pupils

- Low levels of attainment in Y6 and Y4
- High numbers of children on SEN in Y4 and Y6 some are also in receipt of Pupil Premium
- Access to language especially from books at home and visit to the library
- Good nutrition

Spending and reasons

- A teaching assistant to lead Nurture interventions, Life Skills, Social Skills and Rainbow groups in order to boost levels of self-esteem, self-image, confidence and learning behaviours.
- Teacher to coach and boost phonics 1 morning a week in order to target children who are not attaining or making progress as they should.
- A teacher to take small groups for English and Mathematics every morning across Y4 to narrow the gap.
- A teacher to support Y6 boosters x 5 times a week in order to support the high number of children entering year 6 well below Age Related Expectation.
- Small group in Mathematics in Y5/6 x 2 hours a week in order to increase progress and attainment.
- Teaching assistants in all classes to support same day interventions so that children are helped to fill gaps in learning and progress alongside their peers.
- Teaching assistants to led targeted high quality interventions eg First Class at Number, Project X Code: targeted children who need to make accelerated progress and pick up key skills that may have been missed lower down school.
- Supervision for our Free Breakfast Club in order that we are able to provide early morning childcare for our working parents, ensure children have had a nutritious breakfast to help them be ready for the school day and improve punctuality.



Measuring of impact

- A wide range of data is used - achievement data, pupils' work, observations, learning walks.
- Assessment Data is collected half termly in Y2 and Y6 and termly in Y1, 3, 4 and 5 so that the impact of interventions can be monitored regularly.
- Assessments are moderated to ensure they are accurate.
- Teachers and teaching assistants attend and contribute to pupil progress
- Interventions are adapted or changed if they are not working.
- A designated member of the SLT (Helen Webster) maintains an overview of pupil premium spending.

Date of next review

December 2017

How the allocation was spent

- 1 A teaching assistant to lead Nurture interventions, Life Skills, Social Skills and Rainbow groups.
- 2 Teacher to coach and boost phonics 1 morning a week.
- 3 A teacher to take small groups for English and Mathematics every morning across Y4 to narrow the gap.
- 4 A teacher to support Y6 boosters x 5 times a week.
- 5 Small group in Mathematics in Y5/6 x 2 hours a week.
- 6 Teaching assistants in all classes to support same day interventions.
- 7 Teaching assistants to lead targeted high quality interventions eg First Class at Number, Project X Code.
- 8 Supervision for our Free Breakfast Club.

Impact of expenditure

1. 7 children accessed weekly 30-minute nurture interventions due to various social or emotional issues. All children made progress socially and emotionally: improvements in number of behaviour incidents, improved learning behaviours, better confidence, greater social skills and academic progress. 5/7 children had improved behaviour over the year. 5/7 of the children made good academic progress over the year. *See appendix 1*
2. According to tracking data over the school year, disadvantaged pupils in year 1 and 2 made similar levels of progress to non-disadvantaged pupils in year 1 and 2 in their phonics.
3. 50% of the children who were part of the focused group made accelerated progress in Writing. 50% made expected progress. In Maths, 38% made accelerated progress, 62% made expected progress. *See appendix 2*
4. Year 6 pupil premium children scored as well as or better than non-pupil premium pupils in formal end of year assessment (SATs) in Reading, GPS and Maths. In writing, a higher percentage of disadvantaged pupils achieved the expected standard than non-disadvantaged pupils. *See appendix 3*
5. A good proportion of children accessing these interventions made good progress. *See appendix 4 table 1*
6. Post-teach sessions for children who had struggled with learning were taking place regularly in all classes – evidence available in work scrutiny documents.
7. 75% of children who accessed Year 5 Maths intervention programme made good progress. 33% of children accessing 1st Class @ number in KS1 made good progress. 100% of children accessing 1st Class @ number in KS2 made good progress. 71% of the children accessing the

Lexia intervention programme made good progress with their writing. 60% of children accessing the Year 2 Maths intervention programme made good progress. See *Pupil Premium Interventions* attached. See *appendix 4*

8. For our pupil premium pupils in the academic year 2016/17, 40% had not lates, 39% had 6 or less lates (1 per half-term or less), 2% had 7-8 lates and 19% had more than 8 lates. For our non-pupil-premium pupils, 53% had no lates, 35% had 6 lates or less, 3% had 7-8 late and 10% had more than 8 lates.

