

EMMAUS



Pupil Premium Grant Expenditure: 2018/19 End of Year Review

Pupil Premium Grant allocation

£176640

Main barriers to educational achievement faced by eligible pupils

- Low levels of attainment in Y4
- High numbers of children on SEN in Y2, Y5, Y6, many of whom are also in receipt of Pupil Premium
- Access to language especially from books at home and visits to the library
- Good nutrition

Spending and reasons

- A teaching assistant to lead Nurture interventions, Life Skills, Social Skills, Lego Therapy and Rainbow groups
- Continued commitment to the Read Write Inc phonics scheme in order to ensure high levels of attainment and achievement in phonics and reading.
- A teaching assistant to deliver 1:1 Read Write Inc interventions.
- A teacher to coach RWI 2.5 hours per week.
- A teaching assistant to lead VIP and NIP speech and language interventions 3 times a week.
- A teaching assistant to deliver a reading intervention: Project X-Code.
- Teaching assistants to deliver Year 6 boosters.
- Teaching assistants in all classes to support same day interventions.
- Supervision for our Free Breakfast Club

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 (Louise Illien) maintains an overview of pupil premium spending.

Review of Impact

How the allocation is being spent	Impact of expenditure												
<p>A teaching assistant to lead Nurture interventions, Life Skills, Social Skills, Lego Therapy and Rainbow groups</p>	<p>All of the children receiving nurture interventions made satisfactory academic progress in reading, writing and Maths, in line with their starting points. 100% of the children receiving nurture interventions had attendance of 96% or greater. Further impact was seen for all of the children with some of the following:</p> <ul style="list-style-type: none"> • Confidence • Behaviour • Attendance • Engagement with learning 												
<p>Continued commitment to the Read Write Inc phonics scheme in order to ensure high levels of attainment and achievement in phonics and reading.</p>	<p>For the Year 1 pupils taking the end of year phonics screening check: The total percentage of pupils achieving a pass was 74.4%. The percentage of disadvantaged pupils achieving a pass was 76.9% compared with a national average for disadvantaged pupils of 74%.</p> <p>For the Year 2 pupils retaking the phonics screening check: The total percentage of pupils achieving a pass was 84.4%. The percentage of disadvantaged pupils achieving a pass was 72.2% compared with a national average of 89%. There are additional factors for those pupils not achieving a pass at the end of Year 2 and further support has been allocated for the Year 2019/20.</p>												
<p>A teaching assistant to deliver 1:1 Read Write Inc interventions.</p>	<table border="1" data-bbox="943 858 1771 1262"> <thead> <tr> <th></th> <th>Percentage of Y1s passing the Phonics Screening Check</th> <th>Percentage of Y2s passing the Phonics Screening Check resit</th> </tr> </thead> <tbody> <tr> <td>Emmaus all pupils</td> <td>74.4%</td> <td>84.4%</td> </tr> <tr> <td>Emmaus Disadvantage pupils</td> <td>76.9%</td> <td>72.2%</td> </tr> <tr> <td>Disadvantaged pupils national average</td> <td>74%</td> <td>89%</td> </tr> </tbody> </table>		Percentage of Y1s passing the Phonics Screening Check	Percentage of Y2s passing the Phonics Screening Check resit	Emmaus all pupils	74.4%	84.4%	Emmaus Disadvantage pupils	76.9%	72.2%	Disadvantaged pupils national average	74%	89%
		Percentage of Y1s passing the Phonics Screening Check	Percentage of Y2s passing the Phonics Screening Check resit										
Emmaus all pupils	74.4%	84.4%											
Emmaus Disadvantage pupils	76.9%	72.2%											
Disadvantaged pupils national average	74%	89%											
<p>A teacher to coach RWI 2.5 hours per week.</p>													

The RWI programme provides expectations for children in Year 1 at various points in time across the year. The disadvantaged pupils in Year 1 for the year 2018/19 made similar or better progress toward their expected points in comparison with the whole cohort:

Point in time	Expectation	% of pupils	% of disadvantaged pupils
December	Set 2 sounds	63%	83%
January	Pink	72%	83%
April	Yellow	80%	75%
May	Set 3	85%	92%
June	Blue/Grey	47%	50%

A teaching assistant to deliver a reading intervention: Project X-Code

In Year 2, the percentage of pupils reaching expected standard in reading was 62.2%. The percentage of disadvantaged pupils reaching expected standard was 44.4% compare with a national average of 70%

In Year 6, the percentage of pupils reaching expected standard in reading was 62%. The percentage of disadvantaged pupils reaching expected standard was 62.5% in line with the whole cohort and in comparison to a national average of 58%.

Across the school, there is little disparity between the reading achievements of disadvantaged pupils compared the whole cohort and the non-disadvantaged pupils. When analysing data in reading, the percentage of disadvantaged pupils not reaching the expected standard is lower when comparing to the whole cohort. This is true in every year group:

Year Group	Percentage of pupils not achieving expected standard in reading	Percentage of Disadvantaged pupils not achieving expected standard in reading
1	40%	12%
2	13%	4%
3	7%	0%
4	7%	0%
5	6%	2%
6	16%	7%

Teaching assistants to deliver Year 6 boosters.	<p>There were 10 disadvantaged pupils in the Year 6 cohort. 2 of these have significant SEN and did not sit their end of year SATs. Maths has been identified as an area for development for the academic year 2019/2020</p> <p>Year 6 pupils achieving the expected standard:</p> <table border="1" data-bbox="562 284 1335 453"> <thead> <tr> <th></th> <th>Whole cohort</th> <th>Disadvantaged pupils</th> <th>National average for disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>62%</td> <td>56.3%</td> <td>63%</td> </tr> <tr> <td>Reading</td> <td>62%</td> <td>62.5%</td> <td>58%</td> </tr> <tr> <td>GPS</td> <td>62%</td> <td>81.3%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>81.3%</td> <td>63%</td> </tr> </tbody> </table>		Whole cohort	Disadvantaged pupils	National average for disadvantaged pupils	Maths	62%	56.3%	63%	Reading	62%	62.5%	58%	GPS	62%	81.3%	63%	Writing	73%	81.3%	63%
	Whole cohort	Disadvantaged pupils	National average for disadvantaged pupils																		
Maths	62%	56.3%	63%																		
Reading	62%	62.5%	58%																		
GPS	62%	81.3%	63%																		
Writing	73%	81.3%	63%																		
Teaching assistants in all classes to support same day interventions.	Post-teach is being used regularly in all classes to support learning. Evidence of this can be seen in children's books and work scrutiny documents.																				
Supervision for our Free Breakfast Club	Our breakfast club encourages children to attend school and be punctual. For 2018/19, the attendance of our disadvantaged pupils was 96% which was exactly in line with our whole school attendance which was 96%																				