

EMMAUS



Catholic and Church of England Primary School A Voluntary Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school. **School overview**

Detail	Data
School name	Emmaus Catholic and Church of England Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Simmerson
Pupil premium lead	Louise Illien
Governor / Trustee lead	Marie Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,815
Recovery premium funding allocation this academic year	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- The majority of our pupils, including our disadvantaged pupils, come from ‘book-poor’ 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 mixed classes (Y3/4 and Y5/6) in Key Stage 2 have a higher than average (for our school) proportion of disadvantaged pupils – Year 3/4 52% and Year 5/6 50%, compared with a whole-school proportion of 40%. Additional staffing will provide the opportunity for these children to be taught in separate year groups for some subjects in order to accelerate progress.
- Our current Year 1 class has 61% disadvantaged pupils who have missed significant amounts of their foundations for learning due to the pandemic. A smaller class size of 18 has been created in order to support these pupils in the transition from foundation stage to Year 1.
- 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. Staff are employed to run the VIP ‘Vocabulary Improvement programme’ in the foundation stage.

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 4 working below EXPS in Maths.
2	A high proportion of disadvantaged pupils who finished Year 5 working below EXPS for reading and writing.
3	A high proportion of Year 1 pupils who are disadvantaged and have missed many months of their foundation stage year(s).
4	Mixed Year group classes with higher than school average of disadvantaged pupils.

5	Children entering the school with very low levels of vocabulary.
6	Children entering school with low literacy levels. General lack of support at home with reading.
7	Pupils across school who need additional support to grasp skills and concepts.
8	A higher than average percentage of pupils with persistent absenteeism (compared with national averages for 2016/17 2017/18 2018/19). More than half of our persistent absentees at any one time are pupil premium pupils).
9	A higher than average (National and local) number of pupils and families requiring outside agency support such as MAST and Social Care.
10	A higher than national average of pupils on the SEND register.
11	The majority of our pupils, including our disadvantaged pupils, come from 'book-poor' backgrounds.

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 Maths.	At end of Year 6: 65% achieving EXPS or above in Reading.
For current pupils in Year 6 to make accelerated progress in Reading and Writing.	At end of Year 6: 63% achieving EXPS or above in reading. 61% 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 2021/22
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

<p>For children to be reading in line with expectation.</p>	<p>By Summer term 2 in Reception, 75% of pupils to be on the green level of the RWI programme.</p> <p>By Summer term 2 in Year 1, 75% of pupils to be on the yellow level of the RWI programme.</p> <p>By Summer 2 in Year 2, 75% of pupils to be on the grey level of the RWI programme.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,241

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/3nxQPcI	1 & 2
Small class size for Year 1 pupils with need for additional support.	'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Full report: https://bit.ly/3nxQPcI	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 https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf EEF information on improving KS1 literacy (Point 3) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	6
1 Afternoon a week teacher to support teaching and learning in Year 1/2 class.	'Reducing class size appears to result in around three months' additional progress for pupils, on average.' Full report: https://bit.ly/3nxQPcI	3
Teacher to support CPD in teaching of RWI phonics.	EEF research on use of a phonics scheme https://bit.ly/2VlspBG Evidence on use of RWI https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_i	6

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

Budgeted cost: £ 88,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver 1:1 phonics Teaching in Year 1 and 2	<p>EEF research on use of a phonics scheme https://bit.ly/2VlspBG</p> <p>Evidence on use of RWI https://www.ruthmiskin.com/media/file_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF information on improving KS1 literacy (Point 3) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	6
RWI taught across the school daily to those pupils who need it.	<p>EEF research on use of a phonics scheme https://bit.ly/2VlspBG</p> <p>Evidence on use of RWI https://www.ruthmiskin.com/media/file_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF information on improving KS1 literacy (Point 3) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	6
TA to develop the VIP in KS1	<i>A structured 12 session programme twice a week which aims to develop children's oral vocabulary learning. The intervention develops children's</i>	5

	<p><i>links between vocabulary, word meaning and sentence building. It is appropriate for children from F1-Y4 who may have limited vocabulary skills for a range of reasons. The VIP programme aims to teach children vocabulary learning strategies to support storage and retrieval of vocabulary as well as new word learning.</i></p> <p>EEF information on improving KS1 literacy (Point 1) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	7

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

Budgeted cost: £ 58,612

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/3k86gWB</p> <p>Attendance intervention https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	8 9
Staffing nurture provision.	<p>Effectiveness of nurture provision https://d2tic4wvo1iusb.cloudfront.net/do</p>	8 9 10

	<p>cuments/projects/Attendance-REA-protocol-21092021.pdf</p> <p>Osfted information on effectiveness of nurture provision</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413529/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf</p>	
Trauma Informed schools provision	<p>Papers of use of TIS</p> <p>https://link.springer.com/article/10.1007/s12310-016-9184-1</p> <p>https://onlinelibrary.wiley.com/doi/pdf/10.1002/cl2.1018</p>	8 9 10
RWI home reading books purchased for all pupils on the RWI programme to be kept by the pupils	<p>EEF research on use of a phonics scheme https://bit.ly/2VlspBG</p> <p>Evidence on use of RWI</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF information on improving KS1 literacy (Point 3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	6 11
Purchase of high-quality texts to encourage reading for pleasure	<p>Gov.uk evidence on reading for pleasure</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	6 11

Total budgeted cost: £ 188,940

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Employing a teacher for additional targeted teaching in Year 5 and 6.</p> <p>Employing a teacher for additional targeted teaching and support in Year 1 and 2</p> <p>TA to deliver 1:1 phonics Teaching in Year 1 and 2</p> <p>RWI subscription for ongoing staff training and phonics support</p> <p>RWI subscription for daily home-learning phonics videos for all.</p> <p>RWI taught across the school daily to those pupils who need it.</p> <p>TAs in classrooms to complete daily pre and post-teaching.</p> <p>Employment of a full time safeguarding and pastoral lead.</p> <p>Trauma Informed schools training for all staff.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Accelerated progress from post-lockdown starting points in Year 5 and 6.</p> <p>88% of Y1 pupils making better than expected progress on the RWI phonics programme from on-entry assessments September 2020</p> <p>76% of Y1 pupils making better than expected progress on the RWI phonics programme from on-entry assessments September 2020</p> <p>Year 2 PSC December 2021 PAss Rate 75%</p>

