

Pupil Premium Strategy Statement 2021-2022

1. Summary Information					
School	Emmer Green Primary School				
Academic Year	2021/22	Total of PP budget	£32,600	Date of most recent PP Review	Oct 2021
Total number of pupils	420	Number of pupils eligible for PP	20	Date for next internal review of this strategy	April 2022

2. Attainment for end of Key Stage 2 2020-21			
	School	LA	National
Proportion of pupils in Y6 eligible for PP	12% (7 children)	-	-
% achieving the expected standard in Reading	Not Available	Not Available	Not Available
% achieving the expected standard in Writing	Not Available	Not Available	Not Available
% achieving the expected standard in Maths	Not Available	Not Available	Not Available
% achieving the expected standard in GPS	Not Available	Not Available	Not Available
% achieving the expected standard in R,W, M	Not Available	Not Available	Not Available

Progress for end of Key Stage 2 2020-21			
	School	LA	National
Proportion of pupils in Y6 eligible for PP	3% (2 children)	-	-
Progress measure in Reading	Not Available	Not Available	Not available
Progress measure in Maths	Not Available	Not Available	Not available
Progress measure in Writing	Not Available	Not Available	Not available

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	35% of PP pupils (Oct 21) are identified as having one or more of the following Special Educational Needs: Speech and Language, Social Emotional, Social Communication, Moderate Learning Difficulty, Autistic Spectrum Disorder
B.	Progress measures for lower and middle ability pupils who are eligible for PP are not as accelerated as they could be in Y6.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress. Concerns over Covid-19 are a significant barrier to progress.
D.	Children who are classified as socially vulnerable impacts their relationships with children and adults.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils who are PP and SEND make good progress (termly tracking)	Pupils who receive PPG and have SEND show improvement in scaled scores in end of term assessments
B.	Higher rates of progress across KS2 for middle attaining pupils eligible for PP.	Pupils eligible for PP identified as middle ability make as much progress as 'other' pupils identified as middle ability, across Key Stage 2 in maths, reading and writing.
C. and D.	Provide support for children through the Emotional Literacy Support Assistant so that children engage and work in partnership with the school. The children express their feelings and emotions through massage therapy, emotional literacy sessions and social skills sessions.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum, making good progress.

5. Planned expenditure					
Academic year		2021/22			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	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?
To ensure that pupils receiving the PPG achieve as well as non PPG pupils	Quality first teaching	<ul style="list-style-type: none"> School believes in supporting all pupils, particularly those who are disadvantaged, to achieve the highest levels by understanding the importance of daily teaching meeting the needs of each learner Focused quality teaching in the classroom is the key; however, interventions are sometimes necessary and provides a different educational experience 	<ul style="list-style-type: none"> Precision teaching training for teachers and TA's Additional resources such as specialist TAs to support pupil premium in the classroom – TAs to have small group teaching with pupil premium children to support classroom teaching. HLTA's to assist with additional interventions After review of maths planning, teachers will adjust tasks in maths lessons, reducing differentiation by task and increasing the use of AFL and min-plenaries to increase mathematical reasoning and understanding, with daily arithmetic practice to supplement this. Quality teaching to be improved from the new planning that moves away from self-differentiation to a whole-class task structure, with more mini-plenaries and skills points throughout the lesson. Promote movement breaks as an integral part of daily routine in classrooms, to increase the focus of pupils' learning. 	WJ AC	Termly
	Implementation of Microsoft Teams	<ul style="list-style-type: none"> Re-familiarisation with Microsoft Teams helps limit the impact of Covid-19 this academic year, particularly with children using it for home learning when they need to isolate. 	<ul style="list-style-type: none"> Transition children to cloud-based technologies -Adjust Computing Curriculum modules in each year, including Microsoft Teams-based modules into Juniors. (Familiarisation also provides seamless transition into possible enforced remote learning and moves to secondary school). 	JB	Termly

			<ul style="list-style-type: none"> Work with year groups or subject leaders to determine possible areas where collaborative tools such as Teams can be used to benefit existing group work in non-computing lessons. 		
	Updating a register for vulnerable children	<ul style="list-style-type: none"> Increasing awareness of children who are vulnerable amongst teaching staff is important for staff knowledge when on break duty as well as around the school property Tracking who is vulnerable using a register will be an important justification of emotional literacy sessions 	<ul style="list-style-type: none"> Staff meeting in October to update vulnerable children in our school, with the sharing of all children who are vulnerable with the whole teaching staff. Keeping information confidential yet accessible via password encrypted files will be available to be accessed by class teachers throughout the year to update their class register of children whom they consider vulnerable. Long term tracking of children who are on the register in order to monitor their academic attainment and progress TAs and Acorns staff to be made aware of vulnerable children in classes that they teach, as well as informed of such children on the playground during break/lunch. 	WJ	Every two terms
	Therapeutic behaviour	<ul style="list-style-type: none"> Therapeutic behaviour has been shown to increase positive behaviour. The focus on equity over equality has helped increase communication between pupils and staff last year. 	<ul style="list-style-type: none"> Staff training in September to re-familiarise staff with the principles of therapeutic behaviour. Continued modelled language of therapeutic behaviour to be seen and used by staff around the school. 	CM TC	Every three terms
	ELSA support for pupils with anxieties	<ul style="list-style-type: none"> Teaching staff are able to refer children who would benefit from extra support for anxiety ELSA is able to identify children who would benefit from extra support, using their expertise in this area to help them identify suitable programmes Family support worker 	<ul style="list-style-type: none"> This year, ELSA will be using the results of the wellbeing surveys to conduct 1-1 interviews with pupils to help best support their anxieties, with detailed feedback given to their class teacher in a separate meeting. ELSA interventions to focus on the Talkabout Book and social skills to help target pupils who struggle to express their feelings and better build resilience. 	WJ ELSA	Termly

			<ul style="list-style-type: none"> • PPA time for the ELSA to communicate with parents and prepare materials for ELSA sessions. • Teachers are able to access a file on the network called 'OneNote', which contains suitable reports related to each child receiving support in an efficient program. 		
	Surveys to track children's positivity, self-efficacy, motivation and resilience	<ul style="list-style-type: none"> • Children whose emotional wellbeing is low struggle to achieve well in class. • Evidence-based approaches show they benefit from intervention to improve their morale. 	<ul style="list-style-type: none"> • Creation of a Microsoft Form survey, so that we can better track children's confidence and enjoyment in school, with data that is easier to analyse. • Follow-up sessions for children who take surveys by ELSA. • Results to be shared with class teachers and senior management. • ELSA to meet with class teachers to discuss results of surveys. 	WJ ELSA	Termly
	Curriculum enrichment	<ul style="list-style-type: none"> • Children whose self-esteem is low struggle to achieve good progress. • Their mental wellbeing would benefit from extra leadership responsibilities. 	<ul style="list-style-type: none"> • Sports Ambassadors appointed • KickOff and Reading FC on board again • Intra and Inter-school competitions (48 juniors have already participated in a cross country event) • SEND children given opportunities • Supervised lunchtime football for juniors • Resumption of extra-curricular clubs (Year 3&4 Project X, Year 5 & 6 Football) • Lunchtime activity survey for pupils. • Continuation of University week (Juniors) to provide varied skills and cross age learning • Infant Project (mixed-age personal development learning FS, Y1, Y2) • Arts Week and Festival • Performances to Parents (all phases) • Class cookery demonstrations in R-Y5, as well as Y6 cooking a 3-course meal. 	CG NM	Every two terms
	Healthy Me	<ul style="list-style-type: none"> • Children who choose healthy choices in daily life are more likely to make good progress. 	<ul style="list-style-type: none"> • Promote healthy lifestyle choices • Healthy lunchbox/snack choices • Work on self-esteem so that as many children as possible are happy coming in to school (see May 2021 survey results for more information.) 	AC WJ	Every two terms

			<ul style="list-style-type: none"> • Cookery demonstrations and workshops to focus on healthy eating. • Promotion of the 5 Ways to Wellbeing across the school, integrating it into PSHE planning, putting up displays and informing parents about them through the newsletter. 		
Budgeted cost for quality teaching for all					£11,650

ii. Targeted support					
Desired outcome	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?
A. Pupils who are PP and SEND make good progress	<ul style="list-style-type: none"> Specialist support 1:1 or small groups for English and Maths Specialist programmes, including Nessy, Emotional Literacy and Read Theory 	<ul style="list-style-type: none"> The identified pupils who are SEN and PP access the curriculum better when they are supported on a 1:1 or small group basis. 	<ul style="list-style-type: none"> A child who is SEN and PP in Year 5 will receive 1:2 adult support. A small group of SEN Year 2 pupils will be given targeted support in English, with a specialised curriculum taught by one of our inclusion leaders. A small group of SEN Year 3 pupils will be given targeted support in English, with a specialised curriculum taught by one of our inclusion leaders. A small group of SEN Year 4 pupils will be given targeted support in English, with a specialised curriculum taught by one of our inclusion leaders. Evaluations are completed at the end of every intervention to measure the impact Progress in children's reading assessments will be evaluated to measure the impact of Read Theory Managed Nessy interventions for Pupil Premium children. Using Read Theory to help promote reading comprehension activities at home in years 3, 4, 5 and 6. 	WJ	Termly
B. Higher rates of progress across KS2 for middle attaining pupils eligible for PP.	<ul style="list-style-type: none"> Pupils receiving PP who are predicted a scaled score of 100 and above will be identified by the class teacher and given targeted support in the classroom with TA support 	<ul style="list-style-type: none"> Middle ability pupils eligible for PP are making less progress than other middle attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve middle attainment. 	<ul style="list-style-type: none"> Review of handwriting for the whole school, with increased regular practice. Targeted interventions for those who struggle with handwriting, as this is a skill that has reduced across the school due to the impact of Covid. Provide tutoring for pupils most affected by school closures New planning for maths in the juniors to incorporate White Rose maths resources, aimed at improving mastery. Maths starters to focus on a balance of both arithmetic and reasoning every day. Ability grouping pupils in Years 4, 5 and 6 for maths. Monitor and evaluate planning and provision for pupils not achieving met and most able Staff training on subject knowledge Parent workshops on reasoning 	WJ	Termly

	<ul style="list-style-type: none"> Targeted interventions 	<ul style="list-style-type: none"> We want to provide extra support to maintain and improve middle attainment. Small group interventions with highly qualified staff have been shown to be effective. 	<ul style="list-style-type: none"> Before school tuition for disadvantaged groups in maths and reading. Peer tutoring for pupils to promote leadership and improve attainment in , Y3, Y4 Y5 and Y6. Rigorous tracking and evaluation of interventions of PP children Monitoring the impact of morning tuition in Years 3,4,5 Evaluating the COVID catch up strategy Roll out of the use of the immersive reader tool in Word to support those who struggle with writing. Year 4 pupils who are predicted to gain a higher score in maths are taken into a small group and taught by a specialist teacher so that they make good progress. Targeted groups in Year 4 to improve times tables attainment by the end of the year, including provision for PP children. Impact of maths overseen by maths co-ordinator. Impact of English overseen by English co-ordinator. Teaching assistant (TA) CPD. Data monitoring termly will evaluate the progress Year 6 maths club to help children attain a scaled score of 100 or more in the SATS mathematics test 	WJ YR Class teachers	Termly
	<ul style="list-style-type: none"> Promotion of reading for pleasure 	<ul style="list-style-type: none"> Reading ability makes a big difference to children's educational outcomes and life skills. 	<ul style="list-style-type: none"> All Reading Olympiad competitions to be strongly promoted and a record kept of participation. Special Olympiad book corners in each classroom with Olympiad stickers on specific books. Expansion of book band books all the way up to Year 6 with increased supply and regular tracking. Reading Committee to be re-established from the pause in Covid gatherings. Allows pupils opportunity to share ideas to help promote reading for pleasure. 		

<p>C. and D. Provide support for children through the Emotional Literacy Support Assistant so that children engage and work in partnership with the school. The children express their feelings and emotions through massage therapy, emotional literacy sessions and social skills sessions.</p>	<ul style="list-style-type: none"> • Children are referred to ELSA regarding emotional literacy • ELSA engages and communicates with families and outlines the emotional literacy or massage programme • This is tailored to the individual and can be delivered in groups or 1:1 dependant on need 	<ul style="list-style-type: none"> • Trained ELSA is an effective Massage Therapist and has helped the home school partnership in getting the best outcomes for the children's well-being and progress • A number of PP children have anxieties, which are a barrier to learning. Increased communication is proven to help with anxiety 	<ul style="list-style-type: none"> • Peer massage and mindfulness activities are for the benefit of all pupils now and is part of classroom practice • Increased communication with class teacher so that they are informed regarding children's progress within the sessions; this will then be in line with the information received by parents • ELSA to be line-managed by Emotional Wellbeing Manager • Children who have had support for emotional literacy to have their academic progress tracked to see if there are any links. • Wellbeing Day to take place on Friday 19th November 2021. The day will boost awareness of wellbeing and focus primarily on self-care, with each year group practising different activities to help children's 'puppy brains.' • ELSA to support 'Healthy Me' initiative with creation of name cards for children to confidently report issues. • Following last year's mixed results on the effectiveness of a A 'Healthy Me' jar in each classroom, there will be a 'Worry Jar' placed in the First Aid room behind a partition, so that children can report issues they worry about here in a discreet manner. The box will be checked by ELSA and then acted upon. 	<p>RM WJ</p>	<p>Termly</p>
<p>Budgeted cost for targeted support</p>					<p>£20,650</p>

iii. Other approaches					
Desired outcome	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?
Pupils receiving PPG are able to access the same learning opportunities as non PPG	<ul style="list-style-type: none"> Subsidising class trips and residential trip 	<ul style="list-style-type: none"> Children able to participate in enrichment activities and trips 	<ul style="list-style-type: none"> School to engage with parents to ensure that all learning opportunities are subsidised for families who need it 	TC	ongoing
Total budgeted cost for other approaches					£300
Total budgeted cost					£32,600

6. Review of Expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iii. Quality of teaching for all

Desired outcome	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?
To ensure that pupils receiving the PPG achieve as well as non PPG pupils	Quality first teaching	<ul style="list-style-type: none"> School believes in supporting all pupils, particularly those who are disadvantaged, to achieve the highest levels by understanding the importance of daily teaching meeting the needs of each learner Focused quality teaching in the classroom is the key; however, interventions are sometimes necessary and provides a different educational experience 	<ul style="list-style-type: none"> Additional resources such as specialist TAs to support pupil premium in the classroom – TAs to have small group teaching with pupil premium children to support classroom teaching. HLTA's to assist with additional interventions After review of English book scrutiny, teachers will adjust planning in writing tasks, giving element of choice and variety to ensure that there is a sufficient level of challenge for the pupils showing GDS and additionally that tasks are more accessible for SEN children. Quality teaching to be improved from a re-evaluation of maths planning in Years 3, 4 and 5. The new planning will aim to develop reasoning skills. 	WJ NH	Termly
	Implementation of Microsoft Teams	<ul style="list-style-type: none"> Covid-19 is a significant barrier to learning this year. Training staff and children in how to use it will be crucial to providing quality home learning. 	<ul style="list-style-type: none"> To adapt to increased use of home learning due to Covid-19, every teaching staff member to be trained in the use of Microsoft Teams. Each class to be given training by IT Manager, Julian Bryant, so that children are adept in how to use Teams. This will lead to higher quality learning at home. 	JB	Termly
	Updating a register for vulnerable children	<ul style="list-style-type: none"> Increasing awareness of children who are vulnerable amongst teaching staff is important for staff knowledge when on break duty as well as around the school property 	<ul style="list-style-type: none"> Due to new social distancing measures, updating of a vulnerable register will take place this year using OneNote. Password encrypted files will be accessed by class teachers to update their class register of children whom they consider vulnerable. 	WJ	Every three terms

		<ul style="list-style-type: none"> Tracking who is vulnerable using a register will be an important justification of emotional literacy sessions 	<ul style="list-style-type: none"> Long term tracking of children who are on the register in order to monitor their academic attainment and progress TAs to be made aware of vulnerable children in classes that they teach, as well as informed of such children on the playground during break/lunch. 		
	ELSA support for pupils with anxieties	<ul style="list-style-type: none"> Teaching staff are able to refer children who would benefit from extra support for anxiety ELSA is able to identify children who would benefit from extra support, using their expertise in this area to help them identify suitable programmes Family support worker 	<ul style="list-style-type: none"> PPA time for the ELSA to communicate with parents and prepare materials for ELSA sessions. Teachers are able to access a file on the network called 'OneNote', which contains suitable reports related to each child receiving support in an efficient program. 	WJ	Termly
	Surveys to track children's positivity, self-efficacy, motivation and resilience	<ul style="list-style-type: none"> Children whose emotional wellbeing is low struggle to achieve well in class. Evidence-based approaches show they benefit from intervention to improve their morale. 	<ul style="list-style-type: none"> Implementing the use of Rising Stars: Wellbeing and Attitudes to Learning, in order to track children's confidence and enjoyment in school. Follow-up sessions for children who take surveys on Rising Stars Wellbeing who need support to improve wellbeing. Results to be shared with class teachers and senior management. Pupil premium children to take surveys termly. 	ELSA	Termly
Budgeted cost for quality teaching for all					£13,690

iv. Targeted support					
Desired outcome	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?
A. Pupils who are PP and SEND make good progress	<ul style="list-style-type: none"> Specialist support 1:1 or small groups for English and Maths Specialist programmes, including Nessy, Emotional Literacy and Read Theory 	<ul style="list-style-type: none"> The identified pupils who are SEN and PP access the curriculum better when they are supported on a 1:1 or small group basis. 	<ul style="list-style-type: none"> A child who is SEN and PP in Year 4 will receive 1:2 adult support. A small group of SEN Year 3 pupils will be given targeted support in English, with a specialised curriculum taught by one of our inclusion leaders. Evaluations are completed at the end of every intervention to measure the impact Progress in children's reading assessments will be evaluated to measure the impact of Read Theory Managed Nessy interventions for Pupil Premium children. Using Read Theory to help promote reading comprehension activities at home in years 3, 4, 5 and 6. 	WJ	Termly
B. Higher rates of progress across KS2 for middle attaining pupils eligible for PP.	<ul style="list-style-type: none"> Pupils receiving PP who are predicted a scaled score of 100 and above will be identified by the class teacher and given targeted support in the classroom with TA support 	<ul style="list-style-type: none"> Middle ability pupils eligible for PP are making less progress than other middle attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve middle attainment. 	<ul style="list-style-type: none"> Year 5 pupils split into smaller groups for maths to help target support Whole-school implementation of Read Theory as an online programme aimed to target comprehension and understanding of texts. . Teaching staff to prioritise PP children in their seating layout. Review of actions taken by each class teacher to ensure PP children achieve equal or higher rates of progress than other middle-attaining pupils by WJ in term 2. 	WJ	Termly

	<ul style="list-style-type: none"> Targeted interventions 	<ul style="list-style-type: none"> We want to provide extra support to maintain and improve middle attainment. Small group interventions with highly qualified staff have been shown to be effective. 	<ul style="list-style-type: none"> Year 4 pupils who are predicted to gain a higher score in maths are taken into a small group and taught by a specialist teacher so that they make good progress. Targeted groups in Year 4 to improve times tables attainment by the end of the year, including provision for PP children. Impact of maths overseen by maths co-ordinator. Impact of English overseen by English co-ordinator. Teaching assistant (TA) CPD. Data monitoring termly will evaluate the progress Before school, there is maths 1-1 tutoring for pupil premium pupils Year 6 maths club to help children attain a scaled score of 100 or more in the SATS mathematics test 	WJ YR Class teachers	Termly
	<ul style="list-style-type: none"> Promotion of reading for pleasure 	<ul style="list-style-type: none"> Reading ability makes a big difference to children's educational outcomes and life skills. 	<ul style="list-style-type: none"> Introduction this year of the new Year 3 Reading Olympiad. All Olympiads to be strongly promoted and a record kept of participation. Following successful restructuring by Year 6 in the previous year, Year 5 to trial new ERIC materials and timetable to improve continuity. Expansion of book band books all the way up to Year 6. Reading Committee of staff and children follow action points to promote pleasure in reading across the school, in school and at home at any opportunity All children in KS2 to read aloud to their teacher on a regular basis, with teachers explicitly listening to children read in ERIC, Topic, Science, assembly slots and recording notes on this. 		

<p>C. and D. Provide support for children through the Emotional Literacy Support Assistant so that children engage and work in partnership with the school. The children express their feelings and emotions through massage therapy, emotional literacy sessions and social skills sessions.</p>	<ul style="list-style-type: none"> • Children are referred to ELSA regarding emotional literacy • ELSA engages and communicates with families and outlines the emotional literacy or massage programme • This is tailored to the individual and can be delivered in groups or 1:1 dependant on need 	<ul style="list-style-type: none"> • Trained ELSA is an effective Massage Therapist and has helped the home school partnership in getting the best outcomes for the children's well-being and progress • A number of PP children have anxieties, which are a barrier to learning. Increased communication is proven to help with anxiety 	<ul style="list-style-type: none"> • Peer massage and mindfulness activities are for the benefit of all pupils now and is part of classroom practice • Increased communication with class teacher so that they are informed regarding children's progress within the sessions; this will then be in line with the information received by parents • ELSA to be line-managed by Emotional Wellbeing Manager • Children who have had support for emotional literacy to have their academic progress tracked to see if there are any links. • A new Wellbeing Day will be run on Friday 20th November to promote The Five Ways to Wellbeing. • ELSA to support 'Healthy Me' initiative with creation of name cards for children to confidently report issues. A 'Healthy Me' jar will be implemented in each classroom, tailored to the age of the child. 	<p>RM WJ</p>	<p>Termly</p>
Budgeted cost for targeted support					£33,921

iv. Other approaches					
Desired outcome	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?
Pupils receiving PPG are able to access the same learning opportunities as non PPG	<ul style="list-style-type: none"> Subsidising class trips and residential trip 	<ul style="list-style-type: none"> Children able to participate in enrichment activities and trips 	<ul style="list-style-type: none"> School to engage with parents to ensure that all learning opportunities are subsidised for families who need it 	TC	ongoing
Total budgeted cost for other approaches					£300
Total budgeted cost					£47,911