

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	Emmer Green Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	5.31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023, 2023-2024 and 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tonia Crossman, Headteacher
Pupil premium lead	Will Jackson, Class Teacher and Emotional Wellbeing Manager
Governor / Trustee lead	Andrea Grashoff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 22, 160

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Emmer Green believes in supporting all pupils, particularly those who are disadvantaged, to achieve the highest levels by understanding the importance of evidence-based approaches that help improve teaching to meet the needs of each learner. By having high standards and putting into place provision for high-quality teaching, we prioritise a strategy that has been proven to make the greatest impact on closing the outcomes in attainment for disadvantaged pupils.

Our strategy involves drawing on research to improve focused quality teaching in the classroom; however, interventions are sometimes necessary to provide a different educational experience. Recent assessments showing maths attainment to be low amongst our disadvantaged pupils will result in 1-1 maths tutoring delivered by staff, alongside peer tutoring, both approaches justified from evidence by the EEF.

Mental health and wellbeing threads throughout our school as a high priority and is embedded in our ethos. Evidence-based approaches show that children benefit from intervention to improve their morale. Children whose self-esteem is low struggle to achieve good progress; those who choose healthy choices in daily life are more likely to make good progress.

The focus on equity over equality has helped increase communication between pupils and staff last year. Teaching staff are able to refer children who would benefit from extra support for anxiety. A number of disadvantaged children have anxieties, which are a barrier to learning.

With our high standards approach, we will adapt according to up-to-date methods of ongoing assessment to ensure disadvantaged children are able to maximise their progress. All staff will have a responsibility for raising expectations to ensure disadvantaged children can achieve to the best of their ability.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Our assessments (including wellbeing survey and the three houses activity), observations and discussions with pupils and families have

	identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Observations and surveys show parental engagement in schoolwork and homework has lowered, particularly among disadvantaged pupils.
4	An increased number of children who speak EAL has made intervention in English for reading a greater priority. A number of these children qualify for Pupil Premium.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from wellbeing surveys and The Three Houses. • Teacher observations. • Regular meetings with mental health pastoral team. • Focus groups. • Feedback from our two trained ELSAs.
Engagement from parents improves among our disadvantaged pupils.	Analysis of homework programs including Mathletics, Read Theory and Boom Reader show an increased percentage of time spent by pupils when using them in for homework.

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: £8,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on a therapeutic behaviour management approach with the aim of developing our school ethos	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 4
Delivery of new feedback policy to consider an evidence-based approach and reduce teachers' workload	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4
Purchase of PIRA Reading standardised diagnostic assessments for Year 1-6. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4

Introduction of digital reading records across the school to improve monitoring and consistency of recording reading at home	Pupils eligible for free school meals typically receive additional benefits from homework. The average impact of homework is positive across both primary and secondary school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3
Introduction of sports coach for use at lunchtimes. Sports coach to take small group to work on English (reading and writing)	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. There is a small positive impact of physical activity on academic attainment (+1 month). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Peer Tutoring	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.	1

	<p>Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on using the Zones of Regulation to improve wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2

<p>To develop safe zones around the school where pupils can retreat to in order to manage themselves and their emotions.</p>	<p>Based on DFE findings of pen portraits and experiences in other schools, having safe zones for pupils to retreat to can help improve mental health and wellbeing.</p> <p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p>	<p>2</p>
<p>Speech and language therapy sessions to help boost children's oracy skills</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Communicating with and supporting parents with workshops on, reading, maths and wellbeing</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3</p>

Total budgeted cost: £22,160

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 2021 to 2022 academic year.

Disadvantaged pupils achieving the expected standard at the end of KS2 SATS is shown below:

Reading: 50%
Maths: 50%
Writing: 37.5%
GPS: 50%

Progress was positive in all subjects, most notably in reading, which shows extraordinary progress and reflects well on our previous strategy.

Progress was lowest in maths. Additionally, these assessments, when compared to non-disadvantaged pupils, show the greatest disparity in progress for maths. Closing the progress gap in maths will therefore be a priority, as outlined further in this strategy statement. Covid-19 had an impact on outcomes for a small number of disadvantaged children who took the end of KS2 SATS.

Assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils, who were impacted by Covid-19 closures. We used Pupil Premium funding to train an additional ELSA to provide wellbeing support for all pupils, and targeted interventions where required.

Reading surveys and observations show an increase in pleasure of reading, although analysis of homework completion show less engagement from parents of disadvantaged pupils compared to non-disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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