



# **EMERSON VALLEY SCHOOL**

# **PUPIL PREMIUM STRATEGY**

## Pupil premium spending 2019-2022

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019 – Updated December 2019 Reviewed July 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	472	Total pupil premium budget:	£128,340
Number of pupils eligible for pupil premium:	81	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT
<p>At Emerson Valley School, we recognize that children’s learning is not a linear process. It can be impeded or accelerated through a number of factors that affect the holistic development of the child. As there are many factors that can affect a child’s progress in their learning and their life, we believe it is our role to ensure we do everything possible to minimize these factors and support the children to become the best they can be.</p> <p>It is our aim to reduce the inequalities in the education of children from low income families and reduce the gap between these children and their peers. To do this, we need to know our children and what works best for them and their families. We support children with a variety of areas including:</p> <ul style="list-style-type: none"> <li>• Facilitating pupils’ access to education.</li> <li>• Facilitating pupils’ access to the curriculum.</li> <li>• Additional teaching and learning opportunities.</li> <li>• Provision of extra-curricular learning.</li> <li>• Provision for more able pupils.</li> </ul>

## Assessment information

END OF KS2 ATTAINMENT (2019)			
	Pupils eligible for PP	Pupils not eligible for PP	
	29 pupils	School average	National average
% attaining expected standard or above in reading, writing and maths	48%	78%	65%
% attaining greater depth or above in reading, writing and maths	0%	4%	10%
% attaining expected standard in reading	69%	82%	73%
% attaining expected greater depth in reading	10%	32%	27%
% attaining expected standard in writing	59%	87%	78%
% attaining expected greater depth in writing	0%	8%	20%
% attaining expected standard in maths	59%	92%	79%
% attaining expected greater depth in maths	14%	34%	27%

END OF KS2 PROGRESS (2019)	
	Pupils eligible for PP
	29 pupils
% making expected progress in reading	-1.6
% making expected progress in writing	-2.8
% making expected progress in maths	-2.0

**Due to the Coronavirus closure in 2020, the end of KS2 tests were cancelled. As a result, we have no accurate data for the children's attainment and progress at the end of the year.**

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low literacy levels including exposure to reading opportunities outside of school
B	Barriers for some children include having English as an Additional Language and a prevalence of SEN.
C	Ensuring the children receive a breadth of curriculum by minimizing interventions outside of the classroom and improving quality first teaching

ADDITIONAL BARRIERS	
External barriers	
D	Lower levels of attendance
E	In some cases, challenging and disruptive homelives
F	Lower levels of attainment at entry
G	Low levels of social skills and an understanding of what the social norms are

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement a new reading and spelling strategy.	<p>To raise the quality of the reading abilities for all children.</p> <p>To raise the quality first teaching level of spelling and reading.</p> <p>To improve the spelling abilities of all children.</p>	<p>The exposure to high quality texts and the comprehension ability of the children directly correlates to their ability to write effectively.</p> <p>The EEF toolkit states that using reading comprehension strategies effectively can increase progress by 6 months.</p> <p>The link between spelling and reading using phonics and other strategies, is vital to support writing abilities.</p>	<p>The English leaders will implement termly monitoring.</p> <p>SLT will monitor data and discuss with teachers the impact and support for further progress.</p> <p>Regular staff CPD to upskill teachers and teaching assistants and ensure consistency throughout the school.</p> <p>Book scrutinies will be undertaken each term.</p> <p>Less children will be removed from curriculum lessons for intervention as they are better catered for in quality first teaching.</p>	<p>English coordinators</p> <p>SLT</p>	<p>Termly</p>

<p>Improve the assessment and targeted gap analysis through implementation of more focused pupil progress monitoring.</p>	<p>To use assessment effectively to plan for high quality first teaching. To focus on disadvantaged groups within pupil progress meetings with SLT and plan for support and intervention where necessary.</p>	<p>The use of assessment underpins effective planning to ensure progress for all children. Where the teachers understand the gaps in the children's knowledge and barriers to learning, they can effectively plan for these in their quality first teaching.</p>	<p>The teachers will receive CPD in effective assessment. The teachers will use their assessments in their planning and look at high quality interventions where necessary. Pupil progress meetings will support teachers to focus on the barriers their children are facing and how they will overcome these to achieve progress.</p>	SLT	Termly
<p>Utilise subject coordinators to coordinate a subject area.</p>	<p>To ensure that there is sufficient coverage across the curriculum for every child.</p>	<p>The EEF toolkit states the impact that learning across the curriculum can have on making progress holistically. The new Ofsted Inspection Framework highlights the need to ensure that each child is given access to the entire National Curriculum through various learning opportunities.</p>	<p>All subject will be progressively planned throughout the school. Each child in the school will have access to the whole breadth of the curriculum. Book scrutinies, learning walks and pupil voice will show evidence of progression across the curriculum.</p>	Subject coordinators	Termly
Total budgeted cost:					£48,340
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Raise the quality of teaching using assessment effectively. Focusing on the children entitled to Pupil Premium funding in Pupil Progress Meetings.	Improve the quality of assessment and its use in planning.	Focus on the children entitled to PP funding and their barriers to learning. Include the next steps for children entitled to PP funding as part of the Pupil Progress Meeting. Planning to closely link to the assessment and the barriers to learning that the children have.	Regular monitoring of children entitled to Pupil Premium funding data. Regular book scrutinies, learning walks and pupil voice.	SLT	Termly
To support pupils identified through Pupil Progress Meetings at risk of slow progress and ensure that effective interventions are put in place.	Narrow the gap in achievement and attainment between pupils that are entitled to PP funding and those that aren't.	High quality interventions, where necessary, support progress by closing gaps. Gap analysis supports the structural planning and delivery at a class level to ensure progress for all children.	Regular monitoring of children entitled to Pupil Premium funding data. Regular book scrutinies, learning walks and pupil voice.	SLT	Termly
				Total budgeted cost:	£20,000
Other approaches					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
To continue employing a learning mentor lead and dedicate office based staff time to attendance.	To raise attendance across the whole school above the national average	The importance of school attendance on holistic progress, development and safeguarding of children.	Systematic contact with parents whose children have not arrived for school. Focus children who are highlighted to the safeguarding team when they are not in attendance at school. Regular review of attendance by SLT.	Learning mentor Head of school	Termly



<p>One full time learning mentor lead and two full time learning mentors are employed.</p>	<p>To meet the social and emotional needs of the children. To support with behavioural interventions and parental engagement. To support children and families as part of the safeguarding team.</p>	<p>The learning mentors oversee the pastoral care and support with social and emotional nurture groups. They also support in reactive situations where children require social or emotional intervention.</p> <p>The learning mentors have significantly reduced the amount of negative behavior incidences and developed good relationships with the pupils.</p> <p>The learning mentors have developed good relationships with the parents to raise parental engagement.</p>	<p>Regular safeguarding and learning mentor meetings. Updates for the Teachers and the Senior Leadership Team with regard to safeguarding incidents. Regular updates regarding social and emotional interventions and their impact. The intervention cycle is completed, evaluated and then new interventions are developed. School behavioural data is analysed and interventions are put in place. Regular liason with external agencies. Parental feedback.</p>	<p>Head of school Learning Mentors.</p>	<p>Termly</p>
<p>Subsidized and free external educational visits and sports clubs for children who are from families facing hardship or who do not gain these experiences.</p>	<p>To ensure that every child is given the experiences they need to develop the cultural capital they deserve. To support children to develop holistically as citizens of our world.</p>	<p>The EEF toolkit states enhanced progression can be gained through arts participation, outdoor learning and sports provision. The children's wellbeing is monitored across the school and peaks are shown when they can access external visits and learning opportunities.</p>	<p>Trip leaders and the Educational Visits Coordinator will oversee that each child is given the same opportunity for trips and visits, regardless of deprivation. The sports team monitor the level of inclusion and activity for all children across the school.</p>	<p>Assistant Headteacher</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£60,000</p>