



## Pupil premium strategy statement – Emerson Valley Junior School

### REVIEWED

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	453 (14.11.22)
Proportion (%) of pupil premium eligible pupils	106 children 23.4% (14.11.22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2022 - 2023</b> 2023 – 2024 2024 – 2025
Date this statement was published	29.12.22
Date on which it will be reviewed	31.10.23
Statement authorised by	Corrina Warren
Pupil premium lead	Iain Mortimer-Fox



Governor / Trustee lead	Awaiting approval
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,345
Recovery premium funding allocation this academic year	£14,065
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6639
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155,049



## Part A: Pupil premium strategy plan

### Statement of intent

Our ethos at the Merevalley Federation is that every child has the ability to achieve through the values of Community, Pride and Aspire. We believe that every child is able to make good progress and achieve high attainment, standing them in good stead for becoming lifelong learners, responsible, global citizens and becoming the best version of themselves they can be. The overarching aim of this strategy is that: irrespective of backgrounds, opportunities and experiences, all of our children can achieve their potential. At the core of our strategy is understanding what our cohort entitled to pupil premium have as barriers to their learning and what support and opportunities we can offer to diminish the life experience and academic gaps.

The period that includes the disruption due to Covid-19, and subsequent recovery period for education, had ramifications for our children's education and an element of this strategy aims to support children to achieve their potential through recognising these gaps in knowledge or development before targeting intervention, whether at a whole school, group or individual level.

The aims of our Pupil Premium Grant strategy are split into three foci. Our first focus is on teaching, ensuring all children are given the best standards of Quality First Teaching. This wide approach aims to support all children in achieving their potential, aiming to support children to keep up and not have to catch up. This has the greatest impact on provision for all, supporting progress for each child and diminishing the difference in progress and attainment between children entitled to Pupil Premium Grant funding and their peers.

The second focus of our strategy is on targeted support for children that are entitled to the Pupil Premium Grant. This is based on analysis of the areas that this cohort require the most support with and aims to close these gaps, enabling them to make the same progress as their peers. We recognise that each of our children face different challenges and it is our aim to diminish the barriers our children face in their learning. In attempting to provide the same opportunities for all children to level the playing field, we believe that this may be around group or individualised support in their learning or pastoral support.



The third aim of our strategy, is to develop our children as holistic individuals. We believe all children should have access to all opportunities in their wider school life and that an element of this strategy should support this.

## Challenges

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

Challenge number	Detail of challenge
1.	Raising attainment in writing throughout the school. Children entitled to PPG funding were attaining expected levels in writing at 17% less than their peers across the school.
2.	Improving the progress measures from KS1 to the end of KS2 and attainment in reading. Children entitled to PPG funding were attaining expected levels in reading of 13% less than their peers.
3.	Improving the progress measures from KS1 to the end of KS2 and attainment in maths. Children entitled to PPG funding were attaining expected levels in reading of 13% less than their peers.
4.	Attendance figures show that the children entitled to PPG funding are attending school 2 percent lower than their peers.
5.	The cost of living crisis is having an impact on our families' abilities to access the opportunities that all other children are accessing. As a result, the percentages of children entitled to PPG attending breakfast and after school clubs is lower than their peers.

## 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 end of 2025	End of 2022-2023	End of 2023-2024
To increase the attainment in writing across the school.	80% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.	55% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. <b>35% PP – 31%</b> Between 20 and 30% of children will make accelerated progress. <b>17% PP – 19%</b>	70% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.
To increase the reading attainment across the school.	85% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.	60% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. <b>62% PP – 51%</b> Between 20 and 30% of children will make accelerated progress. <b>27% PP – 27%</b>	75% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.
To increase the maths attainment across the school.	85% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.	60% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. <b>57% PP – 36%</b> Between 20 and 30% of children will make accelerated progress. <b>27% PP – 33%</b>	75% of children will attain expected in each year group with the PPG entitled children attaining in line with their peers. Between 20 and 30% of children will make accelerated progress.
To increase the attendance of children entitled to PPG.	The PPG entitled children have lower persistent absence than their peers and the attendance is in line with or higher than their peers.	The number of PPG entitled children classed as Persistent Absentees is in line with, or lower than, their peers. <b>47% of PA were PP entitled.</b> The percentage attendance for PPG entitled children to be within 1% of their peers. <b>94.96% PP – 90.44%</b>	The number of PPG entitled children classed as Persistent Absentees is lower than, their peers The overall percentage attendance gap between the PPG entitled children and their peers to be in line.



<p>To minimise the risk of financial constraints harming opportunity for education.</p> <ul style="list-style-type: none"> <li>To increase the number of pupils that are using the PPG for accessing the breakfast club.</li> <li>To increase the percentage of pupils accessing after school clubs and peripatetic music lessons.</li> </ul> <p>To increase children's access to school uniform.</p>	<ul style="list-style-type: none"> <li>The children attending breakfast club will depend on the needs of the families but the proportion of PPG funded places will be in line with non PPG funded places.</li> <li>The after school clubs and peripatetic lessons proportion of PPG funded places will be in line with non PPG funded places.</li> <li>Children will all be in the correct uniform 95% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>An increase from 4 children entitled to PPG funding accessing breakfast club (2023) <b>3</b></li> <li>An increase for PPG entitled children to 15% of the spaces attending after school sports clubs and peripatetic music lessons (2023). <b>23%</b></li> <li>Children having the correct uniform throughout the school week 85% of the time (2023).</li> </ul>	<ul style="list-style-type: none"> <li>An increase in children entitled to PPG funding accessing breakfast club.</li> <li>An increase for PPG entitled children to 20% of the spaces attending after school sports clubs and peripatetic music lessons.</li> </ul> <p>Children having the correct uniform throughout the school week 85% of the time.</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: £60,000

Activity	Evidence that supports this approach	Challenge number(s)	Review
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		addressed	
<p><b>Implementation of an updated Intent utilising Rosenshine's principles as structured pedagogy.</b></p> <p>Staff CPD on Rosenshine's principles of instruction as a structured pedagogy to develop quality first teaching throughout the school.</p> <p>Monitoring of the implementation through lesson observations.</p>	<p>The use of a consistent, pedagogical structure, gives clarity to the structures used when teaching. This is beneficial in that time is used efficiently in building and deepening knowledge effectively.</p> <p>Principles of Instruction (Rosenshine, 2012)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf</a></p>	2, 3 and 4.	<p>Impact – Learning walks and observations show Rosenshine's principles becoming embedded.</p> <p>Planning references aspects of the principles.</p>
<p><b>Implementation of a new Writing teaching structure from the Literacy Shed.</b></p> <p>Purchase of subscriptions</p> <p>CPD for staff</p> <p>Monitoring of planning and learning in books.</p> <p>Lesson observations.</p>	<p>The use of a structured writing process and plan enables progressive development of the writing process for children with scaffolds being gradually diminished.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2	<p>The new writing structures are enabling a greater independence in the children's writing as shown in learning walks and evidence in books.</p>
<p><b>Implementation of Little Wandle Letters and Sounds Revised (DFE validated systematic synthetic phonics programme).</b></p> <p>Phonics specific CPD for all staff.</p> <p>Phonics books and resources purchased.</p> <p>Regular assessments for grouping and targeted support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 3	<p>Impact – less children require LWLSR interventions than before. There were 117 children accessing Little Wandle phonics at the beginning of the year and 64 are accessing the programme now. (Spring)</p> <p>56 children were still accessing Little Wandle</p>



<p>Embedding the phonics teaching throughout the curriculum.</p> <p>Communication with parents at a parents evening and throughout the year.</p> <p>Monitoring of lessons, assessment data and pupil voice.</p>			<p>phonics at the end of the year. 25 children entitled to PP are still accessing LWLSR (Summer)</p>
<p><b>Increase Reading attainment for all children</b></p> <p>Whole class reading training for all teaching staff.</p> <p>New books purchased for children reading above the level of the phonics groups.</p> <p>Continuation of Accelerated reader to enable children to read the correctly pitched books and raise engagement.</p> <p>Lesson observations and monitoring of reading.</p>	<p>Mastery learning supports the notion of keep up, not catch up, through supporting individuals to achieve the same goal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Accelerated reader use can add up to 3 months additional progress throughout the year and more recent studies have noted that children entitled to PPG funding make more progress if it is used from lower key stage 2.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	<p>3</p>	<p>Impact – the gap between PP and non-PP attainment at expected has narrowed (see above).</p>
<p><b>Continuation of the use of the White Rose Maths scheme.</b></p> <p>Purchase whole school subscriptions for access to resources and support.</p> <p>Lesson observations</p> <p>Book and planning monitoring.</p>	<p>Mastery learning supports the notion of keep up, not catch up, through supporting individuals to achieve the same goal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>4</p>	<p>Impact – continuity for the children through the maths curriculum throughout the school. Book scrutinies and pupil voice show a greater consistency throughout the school.</p>
<p><b>The release of subject leaders periodically throughout the year to ensure opportunities for intent, implementation and</b></p>	<p>The development of the curriculum must be delivered by staff who have the time allocated to intent, implementation and impact monitoring. This will aim to develop the high quality curriculum our children deserve, particularly for our pupils entitled to</p>	<p>1, 2, 3</p>	<p>Impact – greater monitoring of curriculum subjects to develop the broad and</p>





<b>impact development and monitoring across the curriculum.</b>	Pupil Premium Grant funding. The development of CPD must also have time allocated to it. <a href="https://www.marymyatt.com/blog/role-of-leaders">https://www.marymyatt.com/blog/role-of-leaders</a> Learning to Lead Becoming an Effective Head of Department. Mark Brundrett, Ian Terrel		balanced curriculum across the school.
<b>The use of the assistant headteacher to teach maths to a year 6 group.</b>	The decrease in class sizes has been demonstrated to have an increase on progress of 2 months per year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	4	Impact – Increase in attainment for the group and some accelerated progress.

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

Budgeted cost: £ 30,049

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<b>Implementation of writing interventions</b> Support staff to lead Handwriting interventions Support staff to lead writing interventions identified throughout the year.	Small group interventions show a 4 month increase in progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1	<b>Impact – some children have improved handwriting and moved off of the interventions.</b> <b>Writing interventions to be a focus for next year in line with the new writing planning.</b>



<p><b>Implementation of the phonics interventions</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2 and 3</p>	<p><b>Impact - There were 117 children accessing Little Wandle phonics at the beginning of the year and 64 are accessing the programme now (Autumn). 39 children entitled to PP started on LWLSR and now 26 are still accessing this with more to finish in the Summer term (Spring). 56 children were still accessing Little Wandle phonics at the end of the year. 25 children entitled to PP are still accessing LWLSR (Summer)</b></p>
<p><b>Implementation of reading interventions</b></p> <p>Purchase and implementation of Little Wandle Phonics reading interventions.</p> <p>Purchase of new reading books to enable implementation of the scheme with fidelity to the scheme.</p>	<p>Reading comprehension approaches through regular reading and targeted interventions have been shown to increase progress by up to 6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>3</p>	<p><b>Impact – reading books are matched to the phonics children are learning about in the lessons. Children’s fluency and comprehension has developed with less children now accessing interventions. There were 117 children accessing Little Wandle phonics at the beginning of the year and 64 are accessing the programme now. 56 children were still accessing Little Wandle phonics at the end of the</b></p>



			year. 25 children entitled to PP are still accessing LWLSR (Summer)
<p><b>Implementation of a structured maths intervention</b></p> <p>Purchase of Numberstacks and training time for staff.</p> <p>Implementation of reviewed, interventions.</p> <p>Monitoring of interventions.</p>	<p>Effective and structured interventions through diagnostic assessment and then explicit and systematic teaching can support pupils to catch up and keep up.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	4	<p>Impact – Out of the children entitled to PP funding, 16 children were accessing the Numberstacks intervention. This has decreased to 7 children requiring this intervention.</p>
<p><b>Speech And language Support</b></p> <p>Identification, support, monitor and assess pupils with speech and language needs.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1,2,3,4,5	<p>8 children were accessing speech and language support last year with 5 of these children entitled to PP funding.</p>
<p><b>Implementation of an EAL diagnostic assessment and intervention.</b></p> <p>Diagnostic assessment to be purchased (EAL Star) and training delivered to staff.</p> <p>Personalised support delivered using the Learning village package with training delivered to staff.</p>	<p>Effective use of diagnostic assessments to indicate gaps in children’s understanding of English in order to support children in making progress in language acquisition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3	<p>Impact – A Teaching Assistant has been employed to lead on this programme and 40 children are now regularly accessing this intervention (Spring)</p> <p>45 children were accessing Learning Village EAL support this year with 18 entitled to PPG funding.</p>



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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p><b>Attendance monitored and a learning mentor to work with the families to improve attendance and decrease persistent absence.</b></p> <p>The school attendance policy to be enforced.</p> <p>The Senior learning mentor and Assistant Headteacher to regularly review attendance.</p> <p>Relationships to be built with the families where attendance is low.</p> <p>Children offered places at breakfast club where this could be supportive.</p>	<p>Where parental engagement and responsive and targeted approaches to attendance are utilised, attendance has been shown to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	5	<p><b>Impact – The gap between PP and non-PP attendance narrowed during the Spring term however, increased again in the Summer term. This was due to some long term absence for a few children that were entitled to PP funding.</b></p>
<p><b>Learning mentors to support with pastoral care for children.</b></p> <p>Wellbeing and pastoral support to be delivered where necessary.</p> <p>Uniform stock to be created to be offered once a term to the parents.</p>	<p>Pastoral support and social and emotional learning can deliver improvements in pupil's wellbeing, self-esteem and confidence, unlocking greater abilities to develop positive learning behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours">https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</a></p>	1,2,3,4,5	<p><b>Impact – pastoral and nurture support run through groups and individualised support throughout the year on planned and reactive basis.</b></p>
<p><b>Subsidies given for Breakfast and After school clubs, peripatetic music lessons and trips.</b></p>	<p>Arts participation has been demonstrated to enhance progress by 3 months.</p>	4, 5	<p><b>23% of the pupil premium entitled children were</b></p>



<p>Questionnaires to be sent out to ascertain interest. 25% of spaces at clubs to be ringfenced to allow children the same access to the opportunities others have.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>		<p><b>accessing the clubs or peripatetic music lessons. This will remain a focus for 2023-2024.</b></p>
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**Total budgeted cost: £ 155,049**