

# 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	Emmanuel Community School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	33.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Oluwatudimu CEO
Pupil premium lead	Ms. Hird
Governor / Trustee lead	Mr Amo-Dadzie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390.00
Recovery premium funding allocation this academic year	£9,280.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	<b>£92,670.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Emmanuel Community School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will deploy various strategies which may change and develop based on pupil's individual needs. Some of the strategies will include:

To provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

To provide all staff with high quality CPD to ensure targeted intervention meets the needs of pupils.

To provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

To target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences

To provide opportunities for all pupils to participate in enrichment activities including sport and music

To provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

To provide smooth and effective transition from primary to secondary and transition internally

To provide behaviour and nurture support during lunchtimes by providing activities to engage and promote ECS values and thus enhance learning.

### **Key principles of our strategy**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will ensure that pupils are provided a broad range of enrichment activities to develop life skills.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attendance and punctuality
2	Pupils Arrive at school unprepared for learning
3	SEND, SEMH (Social, emotional and mental health)
4	Gaps in reading, writing, maths and phonics
5	Parental engagement
6	Access to wider opportunities
7	Speech, language and communication

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Attendance and punctuality	Ensure attendance of disadvantaged pupils is at least 96%

<p>Pupils access a wide range of interventions to meet their SEMH and SEND needs</p>	<p>SEMH and SEND needs will be clearly outlined and reflected in their IEPs or intervention plans. PP pupils will make expected progress in RWM.</p>
<p>Pupils will make at least expected progress in reading, writing, maths and phonics.</p> <p>Phonics outcomes will be strong at the end of Year 1 and KS1</p> <p>Writing outcomes for pupil premium pupils will be improved and in line with all pupils</p>	<p>Gaps will close in progress and attainment made between PP and NPP. PP pupils will achieve in line with their peers and make at least expected progress.</p> <p>PP pupils will leave KS1 having completed the phonics programme and having passed the KS1 Phonics test. Achieve at least 90% of pupils in Y1 pass the PSC For some PP pupils with SEND needs, this may be by the end of Year 2.</p> <p>PP pupils will develop a love of writing PP pupils will achieve in line with their peers and make at least expected progress</p>
<p>A home school link service through our Community Liaison officers supports pupils and families identified by the school as vulnerable.</p>	<p>Parents indicate that there are strong links between home and school and support is received for a wide range of needs.</p> <p>Parents are signposted to support within the community and are supported to access this.</p> <p>Pupils are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to strong links with the family and other outside agencies</p>
<p>For pupil premium pupils to have access to a wide range of enrichment opportunities and experiences in and out of school</p>	<p>A wide range of enrichment activities will be offered to tap into our pupils' passions.</p> <p>Pupil Premium pupils who chose not to join enrichment activities will be contacted and prioritised to these activities. They will have funded places if required. Funded or discounted places will be offered if required in line with our policies.</p>



## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI CPD	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally	3, 4, 7 & 6
<p>CPD to improve phonics teaching and reading</p> <p>All staff (including new staff) to receive training in Phonics</p> <p>Phonics books re labelled and ordered to match phonics scheme</p> <p>Pupils have access to a phonics reading book as well as a reading for pleasure book.</p>	<p>Highly trained staff have all the tools to deliver best outcomes</p> <p>A systematic synthetic phonics programme for all ensures outcomes for all.</p> <p>Pupils are at least in line with other pupils nationally.</p>	2,3,4,5 and 7
Phonics lead to have less teaching timetable	<p>Phonics lead able to mentor and coach staff as required</p> <p>Phonics lead able to monitor and roll out the RWI phonics programme</p>	3,4,7and 6

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Speech, language and communication support	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	3,4,5 and 7
RWI 1:1	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	3,4,7 and 6
SENDCO and Teachers will work together to identify support for pupils.  Staff will be clear and confident to target pupils appropriately.  Pupils who are PP and SEND will be clearly identified and IEPs will be matched to their immediate next steps.	EFF guide to pupil premium tiered approach - teaching is top priority, including CPD  Sutton trust - quality first teaching has direct impact on student outcomes  Training and supporting staff will ensure the delivery of target support.	3,4,5, and 7
Before and after school booster groups	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	3, 4, 7 and 6

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

Budgeted cost: £8,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance of pupil premium pupils Community Liaison Officers (CLO) to make visits and calls to family homes Attendance Officer & EWO to make half termly register checks, hold meetings with parents etc.	Pupils with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.	1

<p>Enrichment Activities to target PP pupils.</p> <p>Funded or subsidised opportunities for PP pupils</p>	<p>Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>Enrichment activities offer pupils a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data</p> <p>EEF - Sports participation increased educational engagement and attainment.</p> <p>EEF - outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>EEF - describe the benefits to pupils in learning to play musical instruments.</p>	<p>1, 2, 3, 5 and 6</p>
<p>Community Liaison Officer (CLO)</p> <p>The CLO will</p> <ul style="list-style-type: none"> <li>● support individuals and groups of pupils in school</li> <li>● support and signpost families</li> <li>● link with SENDCO and class teacher in order to provide interventions required</li> <li>● register of families and level of support</li> <li>● referral for families and pupils to outside agency support.</li> <li>● links with school nursing team</li> <li>● Links with social care and virtual school</li> </ul>	<p>Pupils, who are well supported at home, thrive in school.</p> <p>Pupils are safe and are confident in themselves and can manage their emotions effectively</p> <p>Pupil's whose basic needs are met, thrive in school</p> <p>Pupils need all physical, emotional and social needs met in order to achieve academically.</p> <p>EEF Toolkit - Parental engagement Parent/careers regularly support pupils at home</p>	<p>2,5,</p>

**Total budgeted cost: £92,670**



## 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.

All vulnerable pupils were offered a place at school during lockdown

- All PP pupils received a laptop for home use during lockdown
- Routers and Wi-Fi connectors were provided during lockdown for those that needed them
- Attendance is at it's all time best for PP pupils
- CLOs and pastoral team visited and contacted PP families weekly during lockdown
- EWO service worked with a number of families with positive outcomes. The regular register checks and supportive meetings affected attendance positively.

Although our attendance at online lessons was strong, supported by the provision of laptops for all pupils, gaps between NPP and PP are bigger than they usually are and the percentage on track for age related expectations and at least expected progress is lower than previous historic data.

Laptops and ICT equipment sourced and delivered to pupils saw greater participation of PP pupils during Spring Term Lockdown. Attendance of PP pupils was stronger than previous lockdowns or class isolations.

- Much of the PP monies and catch-up monies have been spent to ensure PP pupils had access to technology and target ICT programmes which could be accessed through a range of ICT platforms.