

Pupil premium strategy statement – Emmanuel Community School

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	171
Proportion (%) of pupil premium eligible pupils	37.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Reeves
Pupil premium lead	Dominique Hird
Governor / Trustee lead	Mr Amo-Dadzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£0
Total budget for this academic year <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>	£101,850

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.

Challenge number	Detail of challenge
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.

Intended outcome	Success criteria
Pupils' attendance and punctuality are consistently high	Attendance of disadvantaged pupils is at least 96%
Pupils access a wide range of interventions to meet their SEMH and SEND needs	SEMH and SEND needs will be clearly outlined and reflected in their IEPs or intervention plans. PP pupils will make at least expected progress in RWM.
Pupils will make at least expected progress in reading, writing, maths and phonics. Phonics outcomes will be strong at the end of Year 1 and KS1	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. 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.

Writing outcomes for pupil premium pupils will be improved and in line with all pupils	PP pupils will develop a love of writing PP pupils will achieve in line with their peers and make at least expected progress
A home school link service through our Community Liaison Officer supports pupils and families identified by the school as vulnerable.	Parents indicate that there are strong links between home and school and support is received for a wide range of needs. Parents are signposted to support within the community and are supported to access this. Pupils are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to strong links with the family and other outside agencies
For pupil premium pupils to have access to a wide range of enrichment opportunities and experiences in and out of school	A wide range of enrichment activities will be offered to tap into our pupils' passions. 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.

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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 and 2 staff to participate in CPD connected to Renaissance Learning and Reading Fluency lessons	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches). (EEF)</p>	4

	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them.</p> <p>However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)</p>	
Recruitment and retention of teaching staff, including ECTs	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders (EEF)</p>	4
Mentoring of ECTs and new teachers	<p>The ability to provide high-quality feedback is fundamental in driving a trainee's progress. At the root of this is the establishment of a positive feedback culture. Research shows that where feedback is negative and/or focused on judgement, it can have a negative impact on wellbeing, confidence and ultimately the desire to stay the course (Hobson et al, 2020). Mentors have a vital role in framing feedback as a motivating and learning-focused process to be welcomed (and not dreaded).</p>	4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before and after school booster groups	Pupils make accelerated progress. Pupils are at least in-line with national expectations	3, 4, 6, 7
Quality first teaching SENCO and Teachers will work together to	<p>The two factors with the strongest evidence of improving pupil attainment are:</p> <ul style="list-style-type: none"> teachers' content knowledge, including their ability to understand how students 	3, 4, 7

<p>identify support for pupils.</p> <p>Staff will be clear and confident to target pupils appropriately.</p> <p>Pupils who are PP and SEND will be clearly identified and IEPs will be matched to their immediate next steps.</p>	<p>think about a subject and identify common misconceptions</p> <ul style="list-style-type: none"> quality of instruction, which includes using strategies like effective questioning and the use of assessment <p>Specific practices which have good evidence of improving attainment include:</p> <ul style="list-style-type: none"> challenging students to identify the reason why an activity is taking place in the lesson asking a large number of questions and checking the responses of all students spacing-out study or practice on a given topic, with gaps in between for forgetting making students take tests or generate answers, even before they have been taught the material <p>(Sutton Trust)</p> <p>Training and supporting staff will ensure the delivery of targeted support.</p>	
<p>Structured interventions to be undertaken by teaching assistants</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF)</p>	<p>4, 7</p>

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

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of pupil premium pupils, Community Liaison Officer (CLO) will make visits and calls to family homes</p> <p>Weekly attendance meetings between Headteacher and School Office Manager</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p>	<p>1, 2</p>

<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. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer pupils a context for learning and a stimulus to trigger their interests</p> <p>Sports participation increased educational engagement and attainment. (EEF)</p> <p>Outdoor adventure learning shows positive benefits on academic learning and self-confidence. (EEF)</p> <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. (EEF)</p>	<p>3, 6</p>
<p>The Community Liaison Officer (CLO) will:</p> <ul style="list-style-type: none"> • support individuals and groups of pupils in school • support and signpost families • link with SENCO and class teachers to provide required interventions • register of families and level of support • referral for families and pupils to outside agency support. • links with school nursing team • Links with social care and virtual school 	<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>Pupils whose basic needs are met are better able to 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, 3, 5</p>

Total budgeted cost: £101,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 1 analysis

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)
Average	48	10	39	6	45	10
Pupil Premium	50	0	43	0	43	7
Not Pupil Premium	47	18	35	12	47	12

Reading

Key Stage 1 test results show positive attainment for PP students in relation to their non-PP counterparts in relation to reaching the expected standards in reading, with a higher, if statistically insignificant, percentage of PP students achieving this standard. It is important to note, however, that there is a significantly lower level of PP students reaching greater depth within the expected level; this is clearly a target for development.

Writing

As for reading, Key Stage 1 test results for writing also show positive attainment for PP students in relation to their non-PP counterparts in relation to reaching the expected standards. As in the case of reading, for writing, a higher, if statistically insignificant, percentage of PP students achieved this standard. It is again important to note, that there is a significantly lower level of PP students reaching greater depth within the expected level. This disparity is clearly a target for development.

Maths

In relation to maths attainment levels, the results show that our PP and non-PP students have achieved broadly similar standards, both at the expected level and at greater depth. Results are marginally lower for students in receipt of pupil premium funds; however, the difference in attainment is not statistically significant.

The Key Stage 1 data shows the positive impact of the range of strategies and interventions used over the academic year. In light of this, no significant changes will be made to the strategies employed.

Key Stage 2 analysis

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% AS)	MAT (% GDS)
Average	59	13	34	7	64	16
Pupil Premium	75	5	38	0	50	5
Not Pupil Premium	50	18	29	14	71	27

Reading

Key Stage 2 test results show very positive attainment for PP students in reading attainment. We are pleased to see this year's cohort bucking the national trend and achieving significantly better than their non-PP counterparts. It is our hope that investment in the new Renaissance reading scheme and in accompanying training for staff will consolidate this improvement in results, as well as increasing the number of students who achieve greater depth within the expected standard.

Writing

Similarly to this year's reading results, attainment in writing at the expected standard is higher for PP pupils than for non-PP pupils, by around 9%. Again, attainment at greater depth is lower for PP pupils; this is, therefore, a target for development for our pupils.

Maths

In maths, a 21% difference exists between PP and non-PP pupils, as well as a 22% difference at greater depth within the expected standards. The disparity in achievement in mathematics will be a clear point of focus for this academic year.

Within English, the data shows the positive impact of the range of strategies and interventions used over the last year.

KS1 and KS2 summary

The continued work of the school's CLO and pastoral team remains a significant factor in ensuring parental engagement and, as a result, continued positive engagement of PP students.

Continued engagement with EWO service, working with a number of families has led to positive outcomes.

Regular register checks and meetings, as well as partnership with the Local Authority, have mitigated the effects of post-lockdown poor attendance. Although this continues to be a challenge in Key Stage 1, there has been a positive trend in KS2 which acts as evidence to the fact that interventions in this area are having an impact.

