

Pupil premium strategy statement

STRATEGY STATEMENT

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.

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:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Provision of extra-curricular learning.
- Provision for more able pupils.

We know that the Covid-19 pandemic has shaped a different life for our children with their experiences and their futures. This has presented differently in all children and therefore, we aim to treat each child as an individual, based on their needs.

School overview

Metric	Data
School name	Emerson Valley Junior School
Pupils in school	456
Proportion of disadvantaged pupils	97 (21.3%)
Pupil premium allocation this academic year	£114,600.00
Academic year or years covered by statement	2019-2022
Publish date	April 2021
Review date	July 2021
Statement authorised by	Soheila Mathison
Pupil premium lead	Iain Mortimer
Governor lead	Nathan Barrington

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No validated end of year data due to Covid 19.
Writing	No validated end of year data due to Covid 19.
Maths	No validated end of year data due to Covid 19.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
Measure	Activity
To improve the reading progress to be in line with children not entitled to Pupil Premium funding	Implement whole class reading sessions across the school and identify children that require support in developing fluency in their reading. Use of intervention to support fluency development.
To improve the writing progress to be in line with children not entitled to Pupil Premium funding	Embed and standardise Talk 4 Writing across the school. Support the children entitled to Pupil Premium funding through targeted support in or around lessons for conferencing.
To improve the children's ability to access the curriculum through being ready to learn	Ensure that the pastoral care, emotional and social development is maintained. Support attendance monitoring and follow up to raise attendance.
Barriers to learning these priorities address	Our research shows that most children entitled to Pupil premium have a lack of high-quality texts to read at home and don't read much at home. There is also a prevalence of SEN within this cohort and
Projected spending	£44,600

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> To make accelerated progress to achieve alignment with their peer's progress. To narrow the gap in the attainment between the children entitled to pupil premium and the children that aren't. To train the staff and implement whole class reading for consistency and progression throughout the school. To continue with Accelerated Reader, raising the profile and engagement in reading. To buy into an ebook resource supporting reading at home. To implement additional books that support the phonics phases the children are learning. 	End of year teacher assessments July 2022
Progress in Writing	<ul style="list-style-type: none"> To make accelerated progress to achieve alignment with their peer's progress. To narrow the gap in the attainment between the children entitled to pupil premium and the children that aren't. Continue CPD for the staff to ensure that the Talk 4 Writing structure is embedded and consistent. 	End of year teacher assessments July 2021
Progress in Mathematics	<ul style="list-style-type: none"> To make accelerated progress to achieve alignment with their peer's progress. To narrow the gap in the attainment between the children entitled to pupil premium and the children that aren't. To continue professional development for teachers ensuring that the mastery approach is embedded but with clear, scaffolded differentiation for all children. 	End of year teacher assessments July 2021
Phonics	<ul style="list-style-type: none"> To identify children who didn't achieve their phonics recheck in year 2 and provide support. To close the gaps for all children who are requiring specific phonics or speech and language support. 	Ongoing teacher assessment

Targeted academic support for current academic year

Measure	Activity
Continue with the Accelerated Reader programme to support reading for pleasure and comprehension.	Continue the Accelerated Reader subscription to maintain and increase reading for pleasure across the school.

Establish interventions based on the Pixl analysis tools for children that have gaps in their learning.	Buy into the Pixl programme for standardised tests and the analysis tools. Use the therapy interventions for targeted group support.
Barriers to learning these priorities address	Encouraging the amount of reading, the use of the borrowed books from the library and targeting effective intervention based on evidence and analysis.
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Raise attendance across the whole school above the national average	Support for following up on the attendance and communication with families whose attendance falls below 95%.
Meet the behavioural, emotional and social needs of the children so that they are ready to learn.	Learning mentors to ensure that the children are receiving the intervention that they need for their behaviour, social and emotional development. This is to work alongside safeguarding and communication with the families.
Barriers to learning these priorities address	Improving attendance and supporting some children with the social, emotional and behavioural skills that they require as citizens and learners.
Projected spending	£60,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to training and professional development.	Plan the professional development across the year based on the targets and the school development plan.
Targeted support	Ensuring time is provided for the smaller intervention groups.	Allocate the time within support staff timetables for intervention.
Wider strategies	Ensure communication and raise engagement with the families least engaged.	Continue communication and develop relationships with families that are least engaged.

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading	Difficult to measure due to lockdown. There was no end of year assessment.

Progress in spelling	Difficult to measure due to the national lockdown. A new spelling scheme was introduced but there hasn't been enough time to see the impact yet.
Improved assessment and targeted gap analysis	The programme wasn't implemented due to the national lockdown.