



## 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	Emerson Valley School
Number of pupils in school	439 (16/12/21)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Iain Mortimer-Fox
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Nathan Barrington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,015
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£133,920</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Emerson Valley School, we have the strapline Community, Pride and Aspire. We have the belief that all children, irrespective of their background or the challenges they face, can make good progress and achieve their full potential in all areas of the curriculum. We predominantly use the Pupil Premium grant in order to support children from disadvantaged backgrounds meet their full potential, regardless of their level of attainment. We also believe that many of the approaches we utilise have the potential to enhance the education experiences of all children in our school. However, the priority focus for this funding is based upon the needs of the children entitled to Pupil Premium funding.

Our strategy is based upon the challenges faced by the disadvantaged pupils. These are unique in some cases however, there are clear commonalities that can be targeted for support.

Quality first teaching lies at the heart of the strategy plan however, as a school we have a belief that Wellbeing and mental health plays a pivotal role in enabling children to learn effectively. Without the pastoral support for mental health and wellbeing for all children, their ability to learn and make progress is decreased. Once the children are in a position to learn effectively, the teaching strategies become more pertinent. This then has the greatest ability to close the disadvantage attainment gap.

During the academic years 2019 – 2020 and 2020 to 2021, the impact of the Covid-19 pandemic affected children in vastly differing manners. There was a lower percentage of children who were entitled to Pupil Premium funding who accessed the home learning during the lockdowns which had a detrimental impact on their progress during these years. Therefore, this strategy plan aims to reduce the attainment gap and increase progress for the disadvantaged groups that were significantly impacted by the disruption. This has informed part of our use of the School Led Tutoring Grant.

Our approach will be responsive to common challenges and individual needs and based on academic assessments, wellbeing monitoring and holistic needs for development. The approaches we utilise work together to enable children to reach their full potential. To ensure they are effective, we will:

- Monitor academic achievement and attainment of the children to ensure they are reaching their full potential.
- Monitor children that have barriers to learning and ensure support is put in place to help them overcome the challenges.

### Challenges

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

Challenge number	Detail of challenge
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1	Assessments and teachers class profiles show lower levels than expected of speech and language development. This is evident in the vocabulary used by the children throughout the key stage however, is predominantly displayed in the children who are disadvantaged.
2	Assessments show that there are a large percentage of children entitled to Pupil Premium funding are attaining at a lower level than their peers. Some of this is due to a lower level of reading fluency in which word recognition and phonics is not at the age appropriate level. Disadvantaged children attaining expected levels in reading are 18% lower than their peers.
3	Through wellbeing and pastoral monitoring, it is evident that children's social and emotional issues and mental health regulation strategies are lower than the age appropriate level. This is partly due to the disruption in education during the Covid-19 pandemic. This decreased level of development impacts on the children's ability to socialise effectively in some areas and their learning ability. This is also borne out in national studies.
4	Assessments show that the attainment gap across reading, writing and maths is significant between the disadvantaged children and their peers. This impacts upon their learning behaviours and resilience towards learning.
5	Some of our disadvantaged children have complex family situations. This also impacts attendance data which shows that the disadvantaged children have a lower attendance by 1.7% and the rate of late codes for disadvantaged children is 3 times higher 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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	Increase in reading ages. School assessment data and end of KS2 tests in 2023/24 show that disadvantaged pupils are attaining at the same level as their peers.
Diminishing the difference in outcomes between disadvantaged and non-disadvantaged	The difference between PP and non-PP pupils reducing year upon year. School assessment data and end of KS2 tests in 2023/24 show that disadvantaged pupils are attaining at the same level as their peers.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice reporting that they feel happy, safe and valued in school</li> <li>• teacher observations</li> </ul>



<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4% and children from disadvantaged backgrounds absence rate being in line with their peers.</li> </ul>
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all. Teachers forming strong relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback.</p> <p>This also includes the release and cover time of subject coordinators to support and develop other teachers within the school.</p>	<p>The 2002 Education Act requires schools to provide a “balanced and broadly based curriculum” which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. As well as being clearly sequenced and building towards a clear end-point, Ofsted says that the curriculum should also address typical gaps in pupils’ knowledge and skills. The curriculum should remain as broad as possible for as long as possible, too.</p> <p>The EEF Guide to the Pupil Premium - Autumn 2021</p> <p>Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2, 4</p>
<p>Accelerated reader Whole class reading Reading comprehension strategies</p>	<p>External and internal evidence demonstrates that Accelerated Reader, with as little as 20 minutes reading per day, can increase a child’s reading age at twice their chronological development. Therefore in one year, children can increase their reading age by two years.</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 2, 4</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>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>	
<p>Oral language strategies including:</p> <ul style="list-style-type: none"> <li>● targeted reading aloud and book discussion with young children;</li> <li>● explicitly extending pupils' spoken vocabulary;</li> <li>● the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Phonics and early reading CPD for staff</p>	<p>Quality phonics training to be delivered to all staff in order for the implementation of the new phonics</p>	2, 4
<p>Learning by questions</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p><a href="#">Using digital technology to improve learning   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £ 33,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech And language Support Assistant to identify, support, monitor and</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>	1, 2, 4



<p>assess pupils with speech and language needs.</p>	<p><a href="https://whatworksdatabase.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> <p>EEF Toolkit: Oral Language interventions; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>One to One tuition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Teaching assistant interventions: <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>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4</p>
<p>Interventions run by higher level teaching assistants and teaching assistants to address gaps in learning.</p>	<p>‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact...’ taken from EEF Teaching Assistant Interventions.</p> <p>EEF Toolkit: <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>	<p>2, 4</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Financial subsidies for PP children to access residential trips, educational visits, breakfast club and extra-curricular clubs.</p>	<p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills.</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF Toolkit:  <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>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>EEF Guide to the Pupil Premium:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>3, 5</p>
<p>3 Learning Mentors to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers. Working with pupils, families and outside agencies - building links, breaking down barriers and developing positive relationships - which all impact children's ability to learn. Also, leading safeguarding.</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>3, 5</p>
<p>Ensure all disadvantaged children have access to a laptops and digital technology.</p>	<p>'Increased expectations from government for more intensive remote learning, along with greater awareness among teachers of their pupils' home situation may be contributing to the apparent lack of progress.'</p> <p>Sutton Trust January 2021</p> <p><a href="https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/">https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</a></p>	<p>3, 4</p>



**Total budgeted cost: £ 133,920**





## 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.

Our internal assessments indicated that whilst the overall attainment of all children was lower than expected, the disadvantaged children were attaining lower than their peers.

**Reading:** 18% of PP children at expected or above. (All pupils 32%)

**Writing:** 11% of PP children at expected or above. (All pupils 18%)

**Maths:** 16% of PP children at expected or above. (All pupils 30%)

**Combined:** 6% of PP children at or above in all subjects (All pupils 15%)

Our analysis as to why all attainment data was lower is due to the disruption throughout two years during the pandemic. As evidenced in national data and research, disadvantaged pupils made less progress last year and are attaining at a lower level than their peers. The attainment gap however is narrower than it was after the lockdown in January 2021 as a result of the interventions made through the use of the Pupil Premium funding and Covid Catch up premium. The impact of the lockdown was minimised as much as possible through the use of lending out school technology and maintaining contact as much as possible with our disadvantaged and vulnerable families. However, there are groups within the disadvantaged families who could have attended school and declined the offer, missing out on vital elements of their usual support including speech and language provision.

Attendance for the children entitled to Pupil Premium Funding was 1.7% lower than their peers and the number of late attendances were 3 times higher for this group. This will form a focus on our strategy moving forwards.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

#### **End of Year 6 Teacher Assessments July 2021**

Reading: 12.9% of PP children at expected or above.

Writing: 9.6% of PP children at expected or above.

Maths: 22.6% of PP children at expected or above.

Combined: 9.6% of PP children at or above in all subjects



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Mirodo	Mirodo Education
Accelerated Reader	Renaissance Learning