

# Emmanuel Junior Academy

## Pupil Premium Strategy 2021-2024



***'Be Respectful, Be Courageous, Be Safe'***

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## Introduction

***‘Do all the good you can  
By all the means you can  
In all the ways you can  
In all the places you can  
At all the times you can  
To all the people you can  
As long as ever you can.’  
John Wesley***

### **VISION**

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

**‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (Proverbs 22:6)**

### **OUR VALUES**

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

**‘Encourage one another and build one another up, just as you are doing.’**

**(Thessalonians 5:11 ESV)**

***“Be Respectful, Be Courageous, Be Safe.”***

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 Junior Academy	
Number of pupils in school	173	164
Proportion (%) of pupil premium eligible pupils	38.2%	42.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024	2021-2024
Date this statement was published	1 <sup>st</sup> September 2022	Update 2023 (Jan 24)
Date on which it will be reviewed	July 2022	December 2024
Statement authorised by		
Pupil premium lead	Adam Cornes	Leyton McHale/Jo Thorpe
Governor / Trustee lead	Rhea Kurcewicz	Rhea Kurcewicz

## Funding overview

Detail	Amount	2022-2023
Pupil premium funding allocation this academic year	£94 500	£99,171
Recovery premium funding allocation this academic year	£ 25 085	£10, 005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<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	£119 585	£109 176

## Part A: Pupil premium strategy plan

### Statement of intent

At Emmanuel Junior Academy we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our disadvantaged children will be highly effective in meeting learning needs. Our strategy is focused particularly on our pupils who are eligible for pupil premium funding and those identified as the lowest 20%, but also acknowledges that

disadvantage comes in many forms. We aim for excellence for all, addressing any barriers to and inequality within learning.

**We believe that in order for our children to meet their potential the following must be true:**

- ✓ All children access highly effective quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- ✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': reading fluency is central to the work of the school and early reading for children joining in Year 3 and for those not yet at the standard across school is prioritised.
- ✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning. All adults within school have a belief in the children and the community.
- ✓ All children have a high attendance rate and are consistently punctual
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

**We will know we have been successful when:**

- Behaviour, attitudes and engagement in learning, the curriculum and school life, of the Pupil Premium children are high ...

**and as a result**

- an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- monitoring shows that disadvantaged pupils **'know and remember more'**.

## Challenges

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

Challenge number	Detail of challenge
1.COVID: gaps in learning	• Following school closure for COVID a number of Pupil Premium (PP) pupils are highly likely to have suffered the greatest detriment in terms of attainment and progress. Ensuring narrowing of the gap with the national expectation is now more complex due to inconsistent gaps in learning.
2. Phonics	• A number of children enter Year 3 not yet at the standard in phonics. Waterthorpe School now use RWI phonics- we need to continue this approach. A small number of children in years 4-6 have not yet cracked the phonics code and need to continue with the programme.
3. Attendance and behaviour	• Parent/carer capacity to support attendance and on occasion behaviour can differ: Socio-Economic Deprivation leads to challenges in managing attendance and punctuality, and requires additional support to ensure good and better behaviour. Without additional support this could have a significant impact on learning and achievement. • There are many challenges facing families in the community and a number have suffered hardship. The challenges faced by some families can impact on progress and

	<p>attainment, despite being fully committed to their children's learning and success at school.</p> <ul style="list-style-type: none"> <li>Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.</li> </ul>
4. Value given to learning	<ul style="list-style-type: none"> <li>A minority of children and families do not yet fully value learning and success at school, often as a result of their own negative experiences at school, and this can impact negatively on attitude to learning and behaviour for a small number of children. It can also impact on the time given at home to homework, home learning and reading.</li> </ul>
5. Negative influences on some children in the community	<ul style="list-style-type: none"> <li>Some children have negative influences within the community and have not yet fully developed an understanding of how to keep themselves safe (in real life and online) or an understanding of the impact of anti-social behaviour on themselves and others.</li> <li>Without a deeper understanding of respecting protected characteristics and difference a small number of children don't always fully understand the impact of their actions.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>There will be a strong culture of high expectations of all children and a belief from all that every child can achieve and that learning is to be valued</li> </ul>	<ul style="list-style-type: none"> <li>✓ All stakeholders, staff, children, Governors and parents, will talk positively about school and what is being and can be achieved by children.</li> <li>✓ All children will be fully included in the classroom and all policies and practices will be used to strive to find solutions to challenges.</li> <li>✓ Children will have high expectations of themselves and this will be evident in outcomes, academically and in their attitudes to learning.</li> <li>✓ The environment at school will be high quality and purposeful.</li> </ul>
<ul style="list-style-type: none"> <li>Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets.</li> <li>✓ A greater proportion of PP pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS 2.</li> <li>✓ Standards are raised for all pupil premium pupils by the end of the key stage, closing the gap on national outcomes in line with targets set*.</li> <li>✓ All PP pupils, other than those cognitively unable or unready, catch up quickly in phonics and reach the expected standard. This impacts positively on reading fluency</li> <li>✓ For those pupils who are cognitively unable to close the gap to their peers bespoke SEN plans will be put in place and progress will be made against their targets</li> <li>✓ A greater proportion of pupils in receipt PP make good progress across the curriculum and attain identified end points</li> </ul>
<ul style="list-style-type: none"> <li>Quality first teaching and the use of interventions is consistently good or better, evidenced</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles)</li> </ul>

<p>through pupil outcomes in data, pupil discussions and outcomes in books.</p>	<ul style="list-style-type: none"> <li>✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention</li> <li>✓ Precise use of interventions and pupil led tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers.</li> <li>✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school.</li> </ul>
<p>• Pupil Premium pupil's oral skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.</p>	<ul style="list-style-type: none"> <li>✓ The systematic approach to the teaching of vocabulary will become embedded and pupils will apply learning within their writing. Strategies to support language acquisition across the curriculum impact significantly on progress.</li> <li>✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum.</li> <li>✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary.</li> <li>✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form)</li> <li>✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- <b>PP pupils will remember more!</b></li> </ul> <p>An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.</p>
<p>• Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.</p>	<ul style="list-style-type: none"> <li>✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally.</li> <li>✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring.</li> <li>✓ Attendance in each year will continue the strong attendance shown prior to lockdown and PP children's attendance will be in line with all pupils nationally.</li> <li>✓ <b><u>Targets for all pupils: 2022-23: 96.5% 2023-24% 97%</u></b></li> </ul> <p><b>Through precise identification and targeting, there will have been a significant reduction in the % of pupil premium pupils who are PA.</b></p>
<p>• Good and better behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.</p>	<ul style="list-style-type: none"> <li>✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum.</li> <li>✓ The PSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement.</li> <li>✓ All pupils will demonstrate good and better behaviours in school and will have a good understanding of risks in the community, how to keep themselves safe and how to behave well outside of school.</li> <li>✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention.</li> <li>✓ Pupils identified as requiring additional intervention will make strong measurable gains. As a result: <ul style="list-style-type: none"> <li>- The % of exclusions for pupil premium pupils continues to decrease.</li> <li>- The % of serious incidents for pupil premium pupils continues to decrease.</li> <li>- The % of PP pupils losing play times and/or spending time out of class decreases.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities</li> </ul>	<ul style="list-style-type: none"> <li>✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why.</li> <li>✓ Pupil Premium pupils will engage with wider opportunities such as Pupil Council, Spirit Council, Social Action Group etc Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.</li> </ul>
<ul style="list-style-type: none"> <li>To raise the aspiration and ambition of pupil premium pupils and their families, through increased engagement with learning.</li> </ul>	<ol style="list-style-type: none"> <li>An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to: <ul style="list-style-type: none"> <li>- <i>an increased % of parents/carers of PP pupils engaging positively with Pupil's home learning and the learning taking place in school.</i></li> <li>- <i>Parents/carers will access workshops provided by the school.</i></li> </ul> </li> <li>Identified pupils and parents will place increased value on learning.</li> </ol>

## 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: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context:</b></p> <ul style="list-style-type: none"> <li>- Ensure progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered</li> <li>- All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently.</li> <li>- The expectation of pupils outcomes is accurately pitched for them to make progress from their starting points.</li> <li>- Progression in learning will be evident</li> <li>- Children will be able to talk about what they have learnt</li> <li>- Children will be able to apply what they have learnt to a different context.</li> <li>- All teaching staff will understand how to assess pupils across each aspect of the curriculum</li> <li>- <b>Focus subjects: Computing, geography, science will be developed further to ensure a quality curriculum progression is in place and a model for good teaching is understood and implemented</b></li> <li>- Embedding and consolidating- Ongoing development of excellence in previously addressed subject areas: History, Art and DT</li> <li>- Review and Develop- Curriculum and subject leader development in Geography, Computing and PSHE</li> <li>- Develop an agreed consistent approach to the assessment of the wider curriculum</li> </ul>	<p>Internal data and monitoring outcomes</p>	<p>1,2</p>
<p>To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory: children to know more and remember more</p> <ul style="list-style-type: none"> <li>- Focus leadership on further developing the culture of high expectations of ALL pupils: a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters.</li> <li>- Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building,</li> </ul>	<p>Internal data and monitoring outcomes Making the Difference Programme Research</p>	<p>1,2</p>



<ul style="list-style-type: none"> <li>- Develop an agreed/consistent approach to the use of retrieval strategies across school, alongside the use of Jotters. Retrieval strategies and skills are taught and frequently revisited.</li> <li>- Develop an agreed/consistent approach to the use of small step teaching across school, alongside the use of clear assessment strategies to assess pupil progress across the small step.</li> <li>- Within all CPD staff to consider the implications for children not yet at the expected standard.</li> <li>- In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard.</li> <li>- Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</li> </ul>	<p>EEF Toolkit: Meta-cognition and Self-regulation</p> <p>Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)</p> <p>Marc Rowland: Addressing Educational Disadvantage</p>	
<p><b>To develop excellence within teaching for vulnerable learners and increase their engagement in learning, particularly when challenged</b></p> <ul style="list-style-type: none"> <li>- Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further.</li> <li>- <i>Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly.</i></li> <li>- <i>Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention</i></li> <li>- <i>Evaluate the use of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics.</i></li> </ul>	<p>As above +</p> <p>EEF Toolkit: Teaching Assistants and MITA research</p> <p>EEF Toolkit: Teaching Assistants and MITA research</p>	1
<p><b>To ensure that all children make at least good progress in writing across school, with those falling behind making measurable accelerated progress.</b></p> <ul style="list-style-type: none"> <li>- Implementation of the school's new Mastery for Writing approach, supporting lesson delivery and the sequencing of learning as it builds through a unit: CPD, mentoring, monitoring outcomes.</li> <li>- Further development of the consistent use of RWI spelling: CPD for all staff focused on high quality direct instruction and use of RWI strategies and also ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised.</li> <li>- Increase opportunities for and focus on dictation in RWI spelling and in the wider curriculum.</li> <li>- Language acquisition: <ul style="list-style-type: none"> <li>✓ <i>Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum)</i></li> <li>✓ <i>Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our Knowledge Organisers.</i></li> </ul> </li> </ul>	<p>EEF Toolkit: Mastery Learning, research linked to Mastery in Writing- English Hub- and Mike Cain's Mastery in Writing <i>Beck: Bringing Words to Life and Alex Quigley Vocabulary Gap.</i></p>	1 and 2

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

Budgeted cost: £25 000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics and reading (early) intervention support</b></p> <ul style="list-style-type: none"> <li>- Develop excellence within the teaching of Phonics in Year 3 for PP children entering the school not yet at the standard of the Phonics Screen: train staff in use of RWI and understanding of diagnostic assessments from Waterthorpe.</li> <li>- Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books.</li> <li>- Increase opportunities for dictation within intervention and small group support.</li> <li>- Introduce/refine a system for catch up phonics and early reading intervention introduced into the afternoons to ensure no child falls further behind- reteach opportunities.</li> <li>- Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress.</li> <li>- Establishing a reading for Pleasure approach and an extra-curricular reading club to target and inspire PP children.</li> </ul>	<p>EEF Toolkit: Oral Language Intervention and small group intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes</p> <p>Research demonstrates that Reading efficacy supports full access to the wider curriculum.</p> <p>Pupil data on arrival at EJA.</p>	2 and 4
<p><b>Other targeted interventions:</b></p> <ul style="list-style-type: none"> <li>- Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up: PP children are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting children to access quality first.</li> <li>- Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. These are supported by Shine Resources</li> <li>- All staff have a clear knowledge of who their PP children are and the Targeted Support Register precisely identifies PP with more complex needs.</li> </ul>	<p>EEF toolkit: Small Group Intervention EEF: Digital Technology</p> <p>Some children struggle to apply their phonics and spelling knowledge to reading and writing- the development of our reading curriculum and increased dictation opportunities will support this.</p>	1 and 2
<p><b>Supporting progress in Year 6 for PP and underperforming pupils:</b></p> <ul style="list-style-type: none"> <li>- Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders.</li> <li>- Resources to support the children prepare for the key stage 2 assessments will be provided</li> </ul>	<p>EEF Toolkit: Reducing Class Size</p> <p>EEF Toolkit: Extending School Time EEF Toolkit: Digital Technology and Homework</p> <p>EEF Toolkit: One to one Tuition</p>	1, 3 and 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation	(EEF Toolkit: Social and Emotional Learning)	3,4, 5

<ul style="list-style-type: none"> <li>- Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics.</li> <li>- Introduce whole school approach to the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions.</li> <li>- Use of Zones of Regulation work with individuals (PP children identified through Targeted Support Register) led by Learning Mentor.</li> <li>- Targeted Transition programme for Year 6 PP and vulnerable children during the year.</li> </ul>	<p>Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.</p>	
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>- Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs.</li> <li>- Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required.</li> <li>- Increase communication with parents, class teachers and individual children through Dojo, email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters.</li> </ul>	<p>Internal data and monitoring outcomes Data analysis</p>	<p>3, 4</p>
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>- Whole school focus on Behaviour, with review of Behaviour policy and tracking systems: focus will be on increasing intentionality in creating our school and classroom culture and in how we address behaviour across school.</li> <li>- Whole school initiatives, such as Step Up September and Behaviour Sprints with staff, to reinforce and embed expectations and standards.</li> <li>- Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions: appointment of permanent Learning Mentor to add to the Pastoral team.</li> <li>- Use forensic monitoring of behaviour data to identify all children whose behaviour is a barrier to their own and other children's learning, including in class and individual action plans.</li> </ul>	<p>EEF Toolkit: Behaviour Interventions and research linked to Tom Bennett's work- Running the Classroom</p>	<p>3,4, 5</p>
<p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>- <b>Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</b></li> <li>- Extra Curricular activities targeting Sport, Reading, Music and Art for all children but with clear allocation, encouragement and targeting of children with additional needs.</li> <li>- Target PP children for involvement in the following groups: <i>Pupil Leadership Team, Pupil Spirit Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A range of after school activities; Courageous Advocacy/Social Action group and Young Carer group</i> (EEF Toolkit: Arts and Sports Participation)</li> </ul>	<p>There are many challenges facing families in the community and a number have suffered hardship. Some families tell us that they sometimes find it challenging to support their children with learning or with their personal development. This can impact negatively on learning and progress and engagement.</p>	
<p><b>Parental Engagement and support programme</b></p> <ul style="list-style-type: none"> <li>- Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting etc.</li> <li>- Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping children safe in the community,</li> </ul>		<p>3,4,5</p>

supporting understanding of phonics and early reading and essential skills support for Maths.

- Family workshops linked to Maths and Reading for Pleasure.
- Targeted parental programmes linked to behaviour, attendance and SEND. (EEF Toolkit: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/> )

Learning Mentor Role, Training for Zones of Regulation and Behaviour Policy and procedures, Release time for joint working with Pye Bank Strategic Lead and Release time for subject leaders for workshops £30,000)

**Total budgeted cost: £125 000**

## 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 2021 to 2022 academic year.

- The developments made in the curriculum we have identified through a series of monitoring visits as well as during the recent SIAMS inspection which found Leaders are committed to growing both 'courageous leaders and courageous learners'. Curriculum development is shaped by the Christian vision to empower every child to be the best they can be. This is reflected in the way learning is broken down into small steps based on the Diocese of Sheffield Academies Trust (DSAT) model to teach simply. Leaders employ an enquiry led curriculum, investing in regular professional development for staff. As such, a culture of enquiry led deeper thinking is beginning to broaden pupils' understanding of the world around them. The school's commitment to inclusion is vision led.
- Progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.
- All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently.
- There was an increase in the percentage of pupils in receipt of pupil premium funding reaching the expected standard for the year group POS in year 3, for reading, writing and maths, in year 4 for reading and Y6 in writing.
- There was an increase in the percentage of pupils in receipt of pupil premium funding reaching greater depth for the year group POS in year 3, for reading and writing, in year 4 for reading and Y5 in maths.
- Through school led tutoring, 19 out of 23 children in Y6 made catch up progress in writing over the year. 8 of these pupils were in receipt of pupil premium. 16 out of 19 children in Y5 made catch up progress in reading. 8 of these pupils were in receipt of pupil premium.
- The attendance percentage for pupils in receipt of the pupil premium in 2021-22 is 90.2% which is 2.1% lower when compared to all pupils. This is also 1.2% lower than the national figure for the attendance of pupils in receipt of the pupil premium.  
The percentage of pupils in receipt of the pupil premium who are classed as persistently absent is 35% which is 9.3% higher than the figure for all pupils and 3.8% higher than the figure for children in receipt of the pupil premium nationally.
- 19 of 68 pupils were late on more than 10 occasions.
- The drive to improve attendance and behaviour however was recorded during the SIAMS inspection carried out of the school 'The vision and values underpin the school's approach to improving attendance and behaviour. Both are rigorously monitored by leaders. Those who find it difficult to regulate their own behaviour are supported to develop and apply successful strategies based on forgiveness and reconciliation.
- Emmanuel works in partnership with parents and outside agencies such as MAST and the inclusion and attendance service so that the right support for attendance is accessed in a timely way.
- Behaviour support through in implementation of the behaviour policy and targeted interventions such as the zones of regulation meant there was a decrease in the number of behaviour incidents recorded over the year and the number of suspensions also decreased.

- Consistent implementation of the PSHE and RSHE curriculum impacted on the reduction of behaviour incidents recorded and impacted on children's understanding
- There have been increased opportunities for children to take part in wider school life with 15 PP pupils taking part in the pupil leadership teams, school action group, spirit council and play leaders  
Registers show an increase in participation compared to the previous year in attendance at after school activities. 121 children have attended one of more clubs. 27 are PP pupils.

## 2022-2023

### Impact and outcomes

#### KS 2

Population 37.5%

Expected standard

	Reading	Writing	Maths	SPAG	R/W/M
Disadvantaged	57.1%	57.1%	47.6%	71.4%	33.3%
National (2022)	62%	55%	56%	59%	43%

#### Greater Depth

	Reading	Writing	Maths	SPAG	R/W/M
Disadvantaged	9.5%	0%	4.8%	19%	0.0%
National (2022)	17%	6%	12%	17%	3%

#### Scaled Score

	EJA	National (Non-disad)
Reading	102	106
Maths	99	105