



Emmbrook Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Emmbrook Infant School |
| Number of pupils in school | 183 |
| Proportion (%) of pupil premium eligible pupils 2023/24 | 15% (28 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Corrina Gillard |
| Pupil premium lead | Corrina Gillard |
| Governor / Trustee lead | Sam Bennison |



Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding from October 2022 Census (Budget allocation April 2023) 19 PP pupils (2 x SGO, 16 x PP, 1 x armed forces) | £23,545 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £23,545 |



Part A: Pupil premium strategy plan

Statement of intent

At Emmbrook Infant School we have a clear philosophy that our children will achieve personally, socially and academically to become life-long learners. So not only do we support the academic learning but we also provide our children with opportunities they may not always have access to. We fund visits to places of interest related to their learning to give our children a range of experiences. To support their academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, with classroom support if appropriate.

‘Provision for disadvantaged pupils is highly effective. Leaders know these pupils very well and have a deep understanding of their barriers to learning. They champion pupils’ needs successfully, ensuring that they do not get forgotten. As a result of the specific help they receive, disadvantaged pupils make very good progress over time. They achieve very well in relation to all pupils nationally. ‘

Ofsted January 2019



Challenges

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

Poverty Proofing research indicates that children feel the worst place to be poor is in school.

There are currently 4.2 million children living in poverty in the UK which equates to 29% of all children.

(poverty is defined as earning 60% less than the median national income)

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Speech and language difficulties |
| 2 | Challenging behaviour |
| 3 | English as an additional language |
| 4 | Not reading regularly at home |
| 5 | Parental engagement with school events (e.g. parents' evenings) |
| 6 | Child protection |
| 7 | Poor parental literacy skills |
| 8 | Lack of parental aspirations |
| 9 | Poor attendance |
| 10 | Financial difficulties |
| 11 | Poor cultural capital |



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 |
|---|--|
| At least good progress from starting points for all children | Data indicates at least good progress and in many cases rapid progress from EYFS. |
| All children to meet age related expectation in reading, writing and maths | All children are next stage ready and achieving success in school. |
| Regular reading at home | Children develop a love of reading and strong home learning routines are established |
| Regular attendance at extra-curricular clubs | Children experience a range of arts activities that otherwise they may not be able to access due to financial constraints which provide strong enrichment experiences. |
| Parental engagement at all relevant school events. 100% attendance at Structured conversations from all parents/carers | Higher parental aspirations and support at home for all pupils. Parents understand and value their child's education and fully engage with school. |
| Daily school readiness for every child (necessary daily equipment, breakfast, uniform etc) | All pupils have a strong sense of self and belonging in school as they are equipped with everything they need. |
| Children to feel fully included in and part of Emmbrook Infant School- strong self-esteem and a love of school | Children are happy to come to school and attendance is strong. Children want to succeed and participate in all school activities. Their mental health is good. |



Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA training in Phonics and feedback & marking to enable TAs to have a strong impact on learning in the classroom. | EEF Making Best Use of Teaching Assistants 2015 EEF research indicates 8+ months of progress when using feedback. High impact for very low cost. | 1, 4, 7, 8 |
| TA training in educational pedagogy -bi-weekly to enable TAs to understand how children learn and so have a strong impact on learning in the classroom | EEF Making Best Use of Teaching Assistants 2015 DfE- Supporting the attainment of disadvantaged pupils 2015 | 1, 2, 4, 8 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £17,545

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted TA support in Literacy- Reading Comprehension strategies to maximise progress in reading throughout the curriculum and keep up sessions where necessary | EEF research indicates 6+ months of progress. High impact for very low cost. | 3, 4, 8 |



| | | |
|--|---|-------------------|
| In the moment feedback to all pupils to ensure misconceptions are highlighted and corrected – TA training in AfL strategies including feedback and marking during the lesson | EEF research indicates 8+ months of progress. High impact for very low cost. DfE- Supporting the attainment of disadvantaged pupils 2015 | 1, 3, 4, 7, 8 |
| Targeted interventions to ensure mastery of mathematical concepts and phonological understanding to narrow the gap | EEF research indicates +5 months of progress. Moderate impact for very low cost. | 1, 3, 4, 8 |
| Targeted support to increase the cultural capital of all PP pupils to enable them to fully access the curriculum and reading assessments. | Social Mobility Commission: Against the Odds | 3,4,5,7,8,9,10,11 |

Wider strategies (for example, related to attendance, behaviour, well-being) Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance tracking of all PP pupils. Attendance below 90% is immediately addressed and monitored by the Headteacher. | National Foundation for Education Research: Being Present: The power of attendance and stability for disadvantaged pupils 2019 | 8, 9 |
| Termly Structured conversations with PP parents to ensure quality parent/carer engagement with their child's learning | Achievement for All Schools Programme | 3, 4, 5, 7, 8 |
| Access to paid after-school enrichment clubs, school trips and uniform | EEF- Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children. | 8, 10 |
| Pupil Premium champions allocated to all PP pupils to ensure school readiness daily | DfE- Supporting the attainment of disadvantaged pupils 2015 | 4, 9 |

Total budgeted cost: £23,545



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 2022 to 2023 academic year.

Disadvantaged (Pupil Premium) 2023: our PP outcomes are usually 80%- 100%.

Outcomes were positively impacted through the children attending 3 before school sessions every week for 2.5 terms, through the national Tutoring programme led by school staff.

| PPG (5) | EXS 2023 | EXS Wokingham | National EXS | GDS 2023 | GDS Wokingham | National GDS |
|---------|----------|---------------|--------------|----------|---------------|--------------|
| Reading | 80% | 46% | 54% | 60% | 7% | 9% |
| Writing | 60% | 37% | 44% | 0% | 1% | 3% |
| Maths | 80% | 48% | 56% | 40% | 4% | 8% |
| RWM | 60% | 27% | 40% | 0% | 0% | 2% |

EYFS Outcomes for Disadvantaged: :

| ELG | PPG (8) | Wokingham | National |
|---------|---------|-----------|----------|
| GLD | 74% | 46% | 52% |
| Reading | 88% | 49% | 55% |
| Writing | 63% | | |
| Maths | 88% | 62% | 64% |



Phonics Screening Disadvantaged 2023

| | 2023 | Wokingham | National |
|-----|------|-----------|----------|
| PPG | 86% | 66% | 67% |

Summary:

Emmbrook Infant School outperform National and Wokingham in all areas except KS1 PPG writing and RWM at GDS

Predicted Outcomes 23/24:

| Year 2 (7) | | Reading | Writing | Maths |
|------------|-----|---------|---------|-------|
| EXS | | 83% | 83% | 83% |
| FS2 (12) | GLD | Reading | Writing | Maths |
| | 58% | TBC | TBC | TBC |

Externally provided programmes

| Programme | Provider |
|-------------------------------|-------------------------|
| Read Write Inc Phonics online | Oxford University Press |
| Purple Mash | 2simple |



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | To ensure age-related outcomes were achieved through structured conversations and targeted home support and learning. |
| What was the impact of that spending on service pupil premium eligible pupils? | ARE achieved in reading, writing and maths |