



# Emmbrook Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	182
Proportion (%) of pupil premium eligible pupils 2024/25	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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Grace Massarella
Pupil premium lead	Grace Massarella
Governor / Trustee lead	Sam Bennison



## Funding overview

Detail	Amount
Pupil premium funding from October 2023 Census (Budget allocation April 2024)	£37,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£37,617</b>



## 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 2024-2025

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) estimated: £6,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training for all staff to ensure a whole school culture for disadvantage – the whole team has unwavering commitment to break the link between income and attainment. Embed knowledge and deep understanding that being PPG eligible isn't a label, we get to know the whole child, and understand that children are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development.	Successful schools 'have clear and responsive leadership.' DfE 'Supporting the attainment of disadvantaged pupils: articulating success and good practice'	1-4
Regular 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.	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
TA training in Maths – how to increase fluency and automaticity – bi-weekly to enable TAs to deepen their knowledge of how children use key concepts in Maths.	EEF Making Best Use of Teaching Assistants 2015 DfE- Supporting the attainment of disadvantaged pupils 2015	1, 2, 4, 8



PiXL methodology of diagnosis, therapy, testing being used across Years 1-2	PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools	2,3
Embed Growth Mindset with whole school community – continue TA training through monthly marking updates – marking in the moment during lessons to show children how they are learning something new when they make a mistake. (Blue marking = ‘Blue, blue, learning something new)	Dr Carol Dweck used the terms ‘fixed’ and ‘growth’ mindset to describe beliefs around learning.	4
CPD for all Foundation stage staff on how high quality interactions positively affects language development and early learning. Key questions and springboards to interactions highlighted in weekly team meetings.	EEF toolkit: Oral Language Interventions + 6 months EEF Early Years toolkit: Communication and language approaches +7 months impact	2,3
Handwriting support through the school, beginning with daily gross and fine motor activities in FS2 to support early handwriting skills.	EEF Early Years toolkit: Physical Development approaches + 5months progress	3

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) budgeted cost:**

estimated £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted TA support in Literacy and Maths - Reading Comprehension strategies to maximise progress in reading throughout the curriculum and keep up sessions where Necessary, using inclusive teaching methods	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
Diagnostic assessment (pastoral and academic) to provide targeted support for children who have additional needs and also PP eligible, staff to take time to get to know each child as an individual – using target ‘stars’ to support their academic next steps and also personal achievements	<a href="https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty">https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty</a>	





**Wider strategies (for example, related to attendance, behaviour, well-being)** estimated: £3809

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
Meetings 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 'Wing' person allocated to all PP pupils to ensure school readiness daily, daily reading and 'check-ins'	DfE- Supporting the attainment of disadvantaged pupils 2015	4, 9
Coffee mornings (2 each term) offered as 'drop-in' sessions to focus on any barriers to learning and supporting parents.	EEF toolkit: Parental Engagement - Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)	4,9
Provide Nurture Group with a trained Nurture Assistant through 'Wave Ranger' programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic outcomes, attendance, self-esteem and relationships)	
Termly curriculum evenings: Parents spend time with staff learning how key skills are taught, e.g. Reading evening (Autumn Term), Writing evening and Maths evening (Spring Term)	DfE- Supporting the attainment of disadvantaged pupils 2015	

**Total budgeted cost: estimated £37,617**





## 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 2023 to 2024 academic year.

#### Disadvantaged (Pupil Premium) 2023-2024:

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 (9)	EXS 2024	EXS Wokingham	National EXS	GDS 2024	GDS Wokingham	National GDS
Reading	71%	46%	54%	14%	7%	9%
Writing	86%	37%	44%	14%	1%	3%
Maths	71%	48%	56%	0%	4%	8%
RWM	71%	27%	40%	0%	0%	2%

#### EYFS Outcomes for Disadvantaged:

ELG	PPG (13 students)	Wokingham	National
GLD	54%	46%	52%
Reading	77%	49%	55%
Writing	54%		
Maths	62%	62%	64%



### Phonics Screening Disadvantaged 2024

	2024	Wokingham	National
PPG	56%	66%	67%

#### Summary:

Emmbrook Infant School outperform National and Wokingham in all areas except phonics screening and Maths. Further strategies planned for 2024/25 to raise percentage of PPG children passing phonics screening, including 'Wing' champions daily reading with PP children, reading buddies, volunteer reader from ABC Readers spending time playing phonics games and reading with targeted children. Read Write Inc regular screening, monitoring and assessment allows for children to have targeted 'Keep Up' and support in phonics. Phonics groupings across the school allow for PP children to have targeted support at the precise level they are working at.

2024/25 SIP focus on increasing fluency in mental Maths will give targeted support to PP children to be confident Mathematicians who are able to use key skills in Maths and apply this to solving problems.

## Externally provided programmes

Programme	Provider
Read Write Inc Phonics online and refresher training in person	Oxford University Press
Purple Mash	2simple
White Rose One Minute Maths	White Rose

## 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 to be achieved in reading, writing and maths