

Pupil premium strategy statement review – Emmanuel Middle School

| 1. Review of expenditure | | | | | |
|--------------------------------------|--|---|---|-------|--|
| Previous Academic Year | | 2018-2019 | | | |
| i. Increased Attendance | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | |
| Increased attendance for PP children | <p>PP lead to monitor PP attendance and persistent absentees and investigate reasons.</p> <p>Clear whole school structure in place</p> | <p>Comparison of EOY 2018 PP attendance and 2019:</p> <p>Overall, attendance for PP has risen by 0.8% but if you break it down:</p> <p>Year 5 has gone up by 0.92%</p> <p>Year 6 has gone up by 2.96%</p> <p>Year 7 has gone up by 1.31%</p> <p>Year 8 has decreased by 2.31% (although the actual cohorts attendance has gone up from when they were in Year 7)</p> <p>The number of PP lates has decreased in all year groups for PP apart from Year 7 which has increased by 1.55% .</p> <p>EOY PP attendance is 93.89% which is higher than the national average of 92.6%.</p> <p>It is below what we targeted in our PP target in our SAP.</p> | <p>Continue with structured approach but:</p> <p>Close monitoring of lateness and attendance in Year 8 is required (last year's Year 7s become this year's Year 8s).</p> <p>The whole school PP attendance is still below the School Action Plan target of 95%.</p> | £7000 | |

ii. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | | | | | | | | | | | | | | | | |
|--|--|---|--|----------|----------|---------|---------|-------|-----|-----|-----|----|---------|-----|-----|-----|----|--|---------------|--|
| <p>Raised awareness of PP children for all staff, leading to close tracking of PP children, targeted interventions and quality feedback in books</p> | <p>Inclusion Board</p> <p>Key info for PP children easy to access and up to date</p> <p>Barriers to Learning identified, recorded and reviewed.</p> <p>Targeted interventions for Y5-7 (Maths and English)</p> | <p>Our percentage of pupils attaining ARE and GD in has improved for all three areas for PP.</p> <table border="1" data-bbox="689 427 1218 676"> <thead> <tr> <th></th> <th>ARE 2019</th> <th>ARE 2018</th> <th>GD 2019</th> <th>GD 2018</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>47%</td> <td>25%</td> <td>27%</td> <td>0%</td> </tr> <tr> <td>Reading</td> <td>53%</td> <td>50%</td> <td>27%</td> <td>0%</td> </tr> </tbody> </table> <p>PP Year 5-8 gain +8.74/All 7.41 and PP above national for Eng 106.6 in Year 8 GL. In Maths PP +9.41 All 14.5 and again PP maths above national ave for all at 104.7</p> <p>PP progress all improved from 2018 R -2.7 W -1.3 M -4.5</p> <p>Year 7 Catch up from May-July for 2 PP children led to an average of 21 months progress.</p> <p>Based on Teacher Assessments against flightpath targets - all PP progress is positive by the summer term.</p> <p>PP Book scrutinies show that quality of feedback in books is equal to quality of feedback in non-PP books. Extra focus is required on PP response to feedback, however.</p> | | ARE 2019 | ARE 2018 | GD 2019 | GD 2018 | Maths | 47% | 25% | 27% | 0% | Reading | 53% | 50% | 27% | 0% | <p>More focused approach required earlier on for Year 7 catch up in Maths and English.</p> <p>PP lead/SENco to carry out more regular drop-in sand learning walks to see responding to feedback is evident and Wave 1 B2L interventions are being implemented.</p> <p>Reading ARE % comparison shows a smaller improvement than other subjects - focus on reading for PP (mentoring for Accelerated Reader Scheme, Reading and Development club for PP and hearing some PP children read 1:1 more regularly - either with teacher, TA, volunteer or peer).</p> | <p>£46000</p> | |
| | ARE 2019 | ARE 2018 | GD 2019 | GD 2018 | | | | | | | | | | | | | | | | |
| Maths | 47% | 25% | 27% | 0% | | | | | | | | | | | | | | | | |
| Reading | 53% | 50% | 27% | 0% | | | | | | | | | | | | | | | | |

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| | | One cycle of B2L now completed (plan do review). SENCo has done a successful learning walk around these. | | | |
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iii. Increased resilience of PP Children

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | |
|---|---|---|--|---------------|--|
| <p>PP children to feel a valued part of the wider life of school. To raise aspirations and encourage a growth mindset</p> | <p>PP Mentoring</p> <p>Inclusion Board</p> <p>Bournemouth Uni links for KS3</p> <p>Financial support for extra curricular activities</p> <p>PP children actively chosen for extra curricular roles and responsibilities</p> <p>Increased parental engagement</p> <p>Arts Award for Year 7 and 8</p> | <p>83% of PP children taking part in wider life of school.</p> <p>Funding for non-residential trips this year.</p> <p>13 PP children involved in BU visit (Year 8)</p> <p>9 PP children in KS3 gained the Bronze Arts Award from Trinity College in London. 2 of those are going for silver award in Year 8.</p> <p>Average A2L for PP at EOY is 3.24 (out of 4) so more than minimum expectations for EMS pupils (which is 3).</p> <p>However, it is not equal to non-PP pupils which is 3.37.</p> | <p>Parents awareness of what they can claim needs to be improved.</p> <p>Ensure PP children and parents are fully aware of Arts Award commitment and parents buy in to supporting their children.</p> <p>Possible PP involvement with SEN coffee afternoons.</p> | <p>£19000</p> | |
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2. Additional detail

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