



Pupil Premium Strategy Statement 2024 - 2025

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	Emmaus Church of England and Catholic Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	66 pupils 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Alan Williams
Pupil premium lead	Carol Yates
Governor / Trustee lead	Margaret Gilbertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,780
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	+£113,780



Pupil Premium Strategy Statement 2024 - 2025

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding at Emmaus it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Emmaus, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Aims

Our overall objective is to boost the attainment of disadvantaged children and provide life experiences for pupils that will enable them to access a wider cultural, sporting and social opportunities. To do this, we will consider the following;

- We ensure that teaching and learning opportunities meet the needs of all the pupils through lesson observations, learning walks, book scrutiny and pupil voice.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. The children are highlighted in pupil progress meetings and interventions planned in order to support the child's needs
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Description of the school

- Emmaus is a popular, oversubscribed school is much larger than average and takes pupils from a wide range of social backgrounds. It was the first school in



Pupil Premium Strategy Statement 2024 - 2025

the country to be a joint Church of England and Catholic Primary school. The proportion of pupils claiming a free school meal is below average. At time of publishing this document (October 2023) the percentage of pupils with learning difficulties and/or disabilities is 16% (73 children) and 15 children in receipt of an Education Health and Care Plan. Of the 60 children eligible for Pupil Premium, 37% (22 children) are also SEND. The school population is predominantly White British with 3% (16 children) having English as an Additional Language.

Challenges

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

Challenge number	Detail of challenge
1	The majority of children enter Emmaus Nursery at a level of development in language, communication and social skills, below that typical for their age. Not all Nursery children transfer to Emmaus Reception (typically an average of 25% leave to attend other schools).
2	Internal assessments of Year 1 – 5 continues to highlight a gap between pupil premium and none Pupil Premium children that needs to be diminished.
3	Attendance of Pupil Premium children continues to be below none Pupil Premium children.
4	Due to the pandemic, although improving, we continue to diminish the gaps in phonic knowledge in order to ensure that every child at Emmaus is a reader.
5	Limited life experiences for some pupils and access to wider cultural, sporting and social opportunities and pupils' and their families have social & emotional difficulties, including medical and mental health issues



Pupil Premium Strategy Statement 2024 - 2025

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
For children to achieve a good level of development by the end of Reception. This will be done by; - Using ongoing assessment information to support all children including PP children to make rapid progress by the end reception year so that all pupils including those eligible for Pupil Premium achieve a good level of development. - To continue to expand children's learning experiences and provide opportunities to develop pupil's language, communication and social skills.	The percentage of Pupil Premium children achieving a good level of development by the end of reception is above national. During academic year 2024-2025, there were 4 children classed as disadvantaged. Below is a summary of their performance compared to national.

Evaluation

Reading		Writing		Maths		GLD	
Emmaus	National	Emmaus	National	Emmaus	National	Emmaus	National
50.0%	60.2%	0.0%	54.7%	50.0%	64.7%	0.0%	51.2%
Same as previous 2 years		2024 50% 2023 50%		Same as previous 2 years		2024 50% 2023 50%	

To diminish the gap between our Pupil Premium children and national Pupil Premium children when working at the expected and higher standard at the end of KS2. This will be done by; - Quality first teaching - The use of ongoing formative assessments throughout the year to inform planning - Attainment will be measured in Y1, Y2, Y3, Y4, Y5 by teacher assessments, Year 6 standardised assessments	The percentage of Pupil Premium children achieving the higher standard at the end of KS2 to continue to be above national. 15 pupils were disadvantaged in year 6 2024 – 2025. Of the 15 disadvantaged pupil, 5 children were also SEND KS2 data for disadvantaged pupils
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Pupil Premium Strategy Statement 2024 - 2025

Establishing effective moderation practices across school Deployment of robust interventions	GPS EXS+ Emmaus 86.7% National 59.8% Reading EXS+ Emmaus 73.3% National 63.2% Writing EXS+ Emmaus 93.3% National 59.6% Maths EXS+ Emmaus 73.3% National 60.6% RWM EXS+ Emmaus 46.7% National 47.5% Disadvantaged pupils who achieved a high score (110+ Reading and maths, GD Writing) Reading 1/15 (1 child received a scale score of 109) Writing 0/15 Maths 0/15 (3 children received a scale score of 109)								
To diminish the gap in attendance rates between pupils eligible for Pupil Premium and none Pupil Premium pupils. This will be done by; - A high priority placed on attendance and the whole school working together as a team - Attendance published weekly on the school newsletter - The attendance officer alongside the headteacher identifying children who are at risk - Attendance officer working closely with Education Welfare Officer to discuss ways forward for individual families Attendance officer to continually feedback to the Senior Leadership Team	The attendance rates of pupils eligible for Pupil Premium in line with none Pupil Premium pupils. Current attendance data 11.11.2025 <table><tr><td>Attendance of PP children</td><td>93.00%</td><td>% of PP children in PA is 80.10%</td><td>There are 18 PP children in PA = 7 girls and 11 boys</td></tr><tr><td>Attendance of Non PP children</td><td>96.72%</td><td>% of Non PP children in PA is 83.45%</td><td>There are 33 Non PP children in PA = 20 boys and 13 girls</td></tr></table>	Attendance of PP children	93.00%	% of PP children in PA is 80.10%	There are 18 PP children in PA = 7 girls and 11 boys	Attendance of Non PP children	96.72%	% of Non PP children in PA is 83.45%	There are 33 Non PP children in PA = 20 boys and 13 girls
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To diminish gaps in phonics knowledge across KS1 and LKS2. This will be done by;	The percentage of pupils eligible for Pupil Premium passing the KS1 phonics check in line with none Pupil Premium pupils.								



Pupil Premium Strategy Statement 2024 - 2025

• Ensuring that reading is high priority across the school • All staff attending Read Write Inc training and refreshers throughout the year • Implementation of Read Write Inc across reception, KS1 and LKS2 • Half termly assessments for all groups – children moved according to their progress • Targeted interventions in LKS2	Disadvantaged pupil Emmaus 71.4% National 66.8% None Disadvantaged Emmaus 94.4% National 84.0%
Life experiences for Pupil Premium pupils widened due to increased cultural, sporting and social experiences. This will be done by; • After curricular club attendance of Pupil Premium children monitored • School trips subsidised for Pupil Premium children to ensure their involvement • Residential subsidised A range of visitors coming into school including theatres, subject workshops etc	Pupil Premium children have a range of experiences that ensure increased cultural, sporting and social experiences.



Pupil Premium Strategy Statement 2024 - 2025

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide continuous staff CPD to ensure all children receive quality first teaching This will be done by; • Providing cover in order to release the Subject Leader to attend briefings/courses to develop their own subject knowledge • Provide cover in order to release Subject Leaders to ensure that they can provide and deliver appropriate CPD to staff • Provide cover in order to release Subject Leaders to ensure that they purchase appropriate CPD for staff according to their needs • Provide cover for Subject Leader time to ensure that they analyse Progression Maps and feedback findings to staff	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilights and INSET.	1,2,4
Continue to purchase resources for Read Write Inc in order to support the training and	The Read Write Inc mission is to teach every child to read and write,	1,4



Pupil Premium Strategy Statement 2024 - 2025

implementation of the programme in reception, KS1 and LKS2 Subscribe to a year of support from Ruth Miskin in order to support the Reading Lead in her monitoring of the programme Provide cover for the Reading Lead to ensure that she can monitor reading across the school TLR given to the Reading Lead as part of the school's middle management to continue to oversee the implementation of RWI Provide cover in order to release the Reading Lead to monitor RWI across the whole school Provide cover in order to release the Reading Lead to provide coaching sessions to staff delivering RWI Provide cover in order to release the Reading Lead to assess and analyse groups to ensure children progress through the programme	and to keep them reading. No exceptions. The training gives teachers the skills and confidence to reach every child using the Read Write Inc. programmes developed by Ruth Miskin. At Emmaus, we share the same aims and beliefs as Read Write Inc. We strive for every child, regardless of age, background or need, learns to read accurately and fluently, and develop a love of reading. They will spell, handwrite and develop their ideas for writing, articulate their understanding and practise what they have been taught.	
To provide teachers with CPD and resources in order to effectively implement Ready Steady Write from Early Years to Year 6 in order to improve our approach to teaching of reading and writing	Ready Steady Write is comprehensive and evidence-based. It allows teachers to deliver a dynamic and effective writing curriculum. Daily sentence accuracy is a vital element of Ready Steady Write and encompasses word, sentence, and punctuation from the statutory	1,2,4



Pupil Premium Strategy Statement 2024 - 2025

Provide cover in order to release the English lead to monitor the implementation of Ready Steady Write throughout the school year	National Curriculum programme of study. The training gives teachers the skills and confidence to enhance their teaching of writing.	
To provide teachers with CPD and resources in order to effectively implement a spelling shed across school Y1 – Y6 Provide cover in order to release the English lead to monitor the implementation of Spelling Shed throughout the school year	Spelling Shed is a spelling program based on the Science of Reading research that offers a curriculum, word lists, and games to improve spelling and vocabulary. The training gives teachers the skills and confidence to enhance their teaching of writing.	1,2,4
Purchase standardised diagnostic assessments in order the pupils to take NFER tests at the end of Autumn, Spring and at the end of the academic year. Provide cover in order to release the Assessment Lead to analyse and feedback class/year group/whole school findings to staff Provide cover in order for class teachers, SENDCO, Deputy Headteacher and Headteacher to meet to discuss Pupil Progress	NFER tests give concrete evidence to support teacher assessment of a child's attainment, help them map progress and set targets, and enable them to identify areas of strength and weakness. Previously, analysis undertaken by the assessment lead provides the class teacher with an overview of the class' strengths and weaknesses in Reading, Maths and EGPS. This has previously allowed us to make changes to the current timetable in order to address the needs of the children. Alongside teacher assessments, this has identified children who require targeted support.	2

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

Budgeted cost: £ 35,000



Pupil Premium Strategy Statement 2024 - 2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intervention 3 afternoons each week to support in reading, Writing and Maths (where appropriate). TA working day extended by 30 minutes in order for quality time for teachers and TA to meet to discuss children's progress	Reading great literature opens children up to ideas, experiences, places and times they might never otherwise experience in real life. Reading for pleasure gives opportunities to learn about a multitude of things that cannot be covered by a school curriculum. Reading is an important part of your child's overall health and well-being. At Emmaus, we strongly believe that the catalyst for children's writing is a love for reading.	1,2,4
Provide cover to release the Reading Lead to provide Teaching Assistants to receive continuous support/training from the Reading lead in order to implement LKS2 Read Write Inc support Provide cover	With a focus on addressing the widening attainment gap as a result of Covid-19, the effective use of current support staff has become a priority for many schools. This has largely affected phonics knowledge of small groups of children in LKS2.	2,4
Improve speech and language for pupils entering Nursery and Reception below age related expectations by early identification through purchasing and implementing WELCOMM	Research has consistently shown that good speech and language skills have a huge impact on educational attainment, and when considering the importance of supporting children's communication in the early years some of the most eye-catching findings are worth restating: ● Vocabulary at age five is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006). ● Children whose language difficulties were resolved by five-	1,4



Pupil Premium Strategy Statement 2024 - 2025

	and-a-half are more likely to go on to develop good reading and spelling skills (Conti-Ramsden, 2009). • Early speech, language and communication difficulties are a very significant predictor of later literacy difficulties (Snowling et al 2006). Studies have also shown that children from disadvantaged backgrounds have additional issues to overcome. At Emmaus, we strive to ensure that our children have the best start to their educational career and put emphasis on the child's speech and language development.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance officer will work closely with the EWO to identify children at risk of falling below 95% attendance and discuss ways forward for individual families in order to increase attendance rates of Pupil Premium children.	In previous years attendance rates for pupils eligible for Pupil premium funding are 1.58% below none Pupil Premium children. Research shows that in primary schools, less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.	3



Pupil Premium Strategy Statement 2024 - 2025

The attendance officer will monitor attendance daily Regular meetings between the Attendance Officer, Headteacher and link governor in order to discuss whole school approach Implement a reward system for 100% attendance and purchase of miniature attendance teddies as an incentive The Attendance lead will attend training with the Local Authority	Parents can be very surprised at how quickly their children can accumulate 15 days absence within a year. For this reason, parents are kept informed when their child is at risk of falling below the threshold.	
Attendance at Breakfast Club and After School Club offered to children who are pupil premium eligible and monitored.	Breakfast clubs reduce the stress of the morning routine for families and children. They can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school. After school club provides child care to families as this allows them to work. It also gives our children a place to relax, play, eat, exercise and socialise.	3
A wide range of cultural, sporting and social opportunities in school and beyond subsidised for Pupil Premium children	Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds, which gives them an	5



Pupil Premium Strategy Statement 2024 - 2025

including school trips, residential trips etc	unfair advantage in the educational system. We aim to ensure that this is not the case at Emmaus – all children regardless of background will be involved in all cultural, sporting and social experiences.	
Opportunities for children to access the ACES programme alongside wellbeing support from a trained HLTA. This enables pupils to achieve their true potential academically.	Children's wellbeing is influenced by a range of factors and includes their subjective feelings as well as social, physical and psychological aspects of their lives. Consequently, schools are key places for shaping general wellbeing. The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential. A report on our children's health by the chief medical officer of England highlighted that: "promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential."	1,2,3,4

Total budgeted cost: £ 114,458



Pupil Premium Strategy Statement 2024 - 2025

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Teaching

- All subject leaders have attended Subject Leader Briefings and fed back to staff during staff meetings. They have identified areas for development. All subject leaders have used Subject Progression Maps to analyse the assessment data and recognise trends across year groups/school and areas for development. Staff pay particular attention to any children identified as PP who have not met their objectives and subject leaders offer support and strategies. These have been fed back to staff in a staff meeting.
- The Reading Lead has been released across the year in order to monitor the implementation of RWI. Termly Development Day with R Pace from Ruth Miskin have demonstrated the progress that staff and children are making. Staff are a lot more confident in the delivery of the programme and enjoy seeing the progress that the children are making. The Reading Lead has provided coaching sessions across the year for staff identified and holds regular morning meetings to discuss various areas of RWI.
- English leads have monitored the Ready Steady Write programme in the children's books and provided feedback to class teachers.
- The English Lead identified from monitoring of Ready Steady Write that there was not enough emphasis on the teaching of Spelling. Spelling Shed was then purchased and incorporated in the weekly timetable to support the teaching of Spelling across the school.
- NFER tests have been purchased in Autumn, Spring and Summer. After each round of tests, they are analysed and strengths and weaknesses fed back to staff. This is used alongside teacher's own formative assessment to identify gaps within their class and their year groups.

Targeted academic support

- Progress of pupil premium children is monitored and discussed during Pupil Progress meetings. Support required is identified with the class teacher. Progress of PP children is highlighted in termly TA analysis report to governors.
- Alongside this, teachers have undertaken a review of interventions to comment on the impact of all other intervention. This has been shared with TAs taking the small group interventions and ways forward identified for each pupil.
- WELCOMM has taken place in reception – teachers report that this is having a positive impact on the children's Speech and Language as reflected in the 75% of children with GLD at the end of reception.

Wider strategies



Pupil Premium Strategy Statement 2024 - 2025

- The Attendance officer monitors attendance daily. She has worked regularly and closely with the EWO to identify children at risk of falling below 95% attendance and a discussion way forward for individual families to increase attendance rates of Pupil Premium children.
- Residential and school trips (Yr 4, 5 and 6), year group trips etc continue to be subsidised for PP children if required.
- Breakfast club and After school clubs are subsidised if required for PP children and assessed on an individual basis.
- Currently, 8PP children attend Breakfast club in school and 17 PP children attend after school club.
- Mrs McGivern provides opportunities for children to access the ACES programme, ELSA and wellbeing support throughout the week.

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

Programme	Provider
Times table Rockstars	Maths Circle LTD
Master The Curriculum	Master The Curriculum
Primary Stars Education	Primary Stars Education
Steps to Read	Literacy Counts LTD
Read Write Inc	Ruth Miskin Training
White Rose Maths	Trinity Mat
Spelling Shed	Literacy Shed