



Pupil Premium Strategy Statement 2025 - 2026

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	455
Proportion (%) of pupil premium eligible pupils	15.5% (R – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 to 2027 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
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	£125.940
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	+£125.940



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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



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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 (November 2025) the percentage of pupils with learning difficulties and/or disabilities is 24.6% (112 children) of which 15 children in receipt of an Education Health and Care Plan. Of the 71 children eligible for Pupil Premium, 27 children are also SEND. The school population is predominantly White British with 5.5%% 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	We continue to ensure that the gaps in phonic knowledge are diminished 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



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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.
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 • Establishing effective moderation practices across school Deployment of robust interventions	The percentage of Pupil Premium children achieving the higher standard at the end of KS2 to continue to be above national.
To diminish the gap in attendance rates between pupils eligible for Pupil Premium	The attendance rates of pupils eligible for Pupil Premium in line with none Pupil Premium pupils.



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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	
To diminish gaps in phonics knowledge across KS1 and LKS2. This will be done by; • 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	The percentage of pupils eligible for Pupil Premium passing the KS1 phonics check in line with none Pupil Premium pupils.
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	Pupil Premium children have a range of experiences that ensure increased cultural, sporting and social experiences.



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A range of visitors coming into school including theatres, subject workshops etc	
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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: £ 65,000

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 to release the Subject Leader to attend briefings/courses to develop their own subject knowledge • Provide cover to release Subject Leaders to ensure that they can provide and deliver appropriate CPD to staff • Provide cover 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



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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 to release the Reading Lead to monitor RWI across the whole school Provide cover to release the Reading Lead to provide coaching sessions to staff delivering RWI Provide cover to release the Reading Lead to assess and analyse groups to ensure children progress through the programme	The Read Write Inc mission is to teach every child to read and write, 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, handwriting and develop their ideas for writing, articulate their understanding and practise what they have been taught.	1,4
To provide teachers with CPD and resources to effectively implement Ready Steady Write from Early Years to Year 6 in order to improve our approach to teaching of reading and writing Provide cover in order to release the English lead to monitor the implementation of Ready Steady Write throughout the school year	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 National Curriculum programme of study.	1,2,4



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	The training gives teachers the skills and confidence to enhance their teaching of writing.	
To provide teachers with CPD and resources to effectively implement Ready Steady Read from Early Years to Year 6 in order to improve our approach to teaching of reading and writing Provide cover in order to release the English lead to monitor the implementation of Ready Steady Read throughout the school year	Ready Steady Read is designed to develop comprehension skills and support strong reading outcomes. Lessons incorporate metacognitive strategies and feature high-quality, diverse texts by exceptional children's authors. This inclusive reading scheme empowers teachers to deliver effective comprehension teaching across the primary reading curriculum, promoting consistency from year to year.	2,4
To provide teachers with CPD and resources to effectively implement a spelling shed across school Y1 – Y6 Provide cover 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.	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	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.	2



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to meet to discuss Pupil Progress	Alongside teacher assessments, this has identified children who require targeted support.	
To provide CPD and resources to all staff to implement Zones of Regulations across the school from Nursery to Year 6	The Zones of Regulation is an evidence-based framework created by an occupational therapist. It categorizes emotions and states of alertness into four coloured zones, making it easier for individuals, especially children, to identify and manage their feelings.	5
To provide CPD and resources to implement ELSA for targeted children Timetable ELSA sessions with a HLTA across the week	The ELSA programme was developed to help schools address the emotional and social needs of their pupils. It recognizes that children learn better and are happier when their emotional needs are met. The programme to delivers individualized support to pupils, helping them develop emotional literacy and coping strategies.	5

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

Budgeted cost: £ 35,000

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	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.	1,2,4



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quality time for teachers and TA to meet to discuss children's progress	Reading is an important part of your child's overall health and well-being. At Emmaus, we strong believe that the catalyst for children's writing is a love for reading.	
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-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	1,4



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	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.	
Timetabled ACES sessions throughout the week with a HLTA HLTA works with SENCO and class teachers to identify children for ACES programme	The ACES programme refers to initiatives focused on understanding and addressing Adverse Childhood Experiences (ACEs), which are stressful or traumatic events that can significantly impact individuals throughout their lives. ACEs can include experiences such as abuse, neglect, or living in a household with a parent with a mental health condition.	5
Timetabled ELSA sessions throughout the week with a HLTA HLTA works with SENCO and class teachers to identify children for ELSA programme	The ELSA programme was developed to help schools address the emotional and social needs of their pupils. It recognizes that children learn better and are happier when their emotional needs are met. The programme to delivers individualized support to pupils, helping them develop emotional literacy and coping strategies.	5

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

Budgeted cost: £ 25,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance officer will work	In previous years attendance rates for pupils eligible for Pupil premium	3



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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. 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	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. 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.	3



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	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.	
A wide range of cultural, sporting and social opportunities in school and beyond subsidised for Pupil Premium children including school trips, residential trips etc	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 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.	5
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."	1,2,3,4,5
Opportunities for children to access the ELSA programme alongside wellbeing support from a trained HLTA. This enables pupils to achieve their true potential academically.		1,2,3,4,5

Total budgeted cost: £ 125,940



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Strategy will be reviewed in Autumn 2026
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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
Ready Steady Write Ready Steady Read Together	Literacy Counts LTD
Read Write Inc	Ruth Miskin Training
White Rose Maths	Trinity Mat
Spelling Shed	Literacy Shed