



### Emmaville Primary School

### Pupil Premium Impact Report 2019 - 2020

Outcomes	Success Criteria	Impact
<p>Improve the language skills of all pupils</p>	<ul style="list-style-type: none"> <li>• Improve children's language and literacy skills in EYFS using Talk Boost and Language Gap.</li> <li>• Through listening to high quality stories children will develop letter and sound knowledge</li> <li>• Singing and rhyming sessions to develop phonological awareness</li> </ul>	<p>Children's oral skills have developed as a result of this focus. It has also helped to identify those pupils who struggle to articulate and further support has been put in place to help develop their language skills.</p> <p>The children love listening to high quality stories and this is promoted throughout school. Lesson observations have shown that whilst listening to stories, children are identifying sounds and identifying letters.</p>
<p>Develop the vocabulary of all pupils across the school</p>	<ul style="list-style-type: none"> <li>• By teaching a combination of 10 Tier 2 (general academic and literary words) &amp; Tier 3</li> </ul>	<p>The majority of children in the 2019/20 reception cohort, have been identified as having good phonological awareness.</p> <p>We have seen a greater increase in the vocabulary that the children use in their writing, therefore improving the quality of their writing. They are also using technical language when writing reports for example in science and geography.</p>

	<p>words (subject specific)</p> <p>children will build a bank of vocabulary that they can use both orally and in their writing across all subjects</p>	
<p>Improved outcomes in phonics &amp; reading</p> <p>Phonics techniques to be embedded in a rich literacy environment</p>	<ul style="list-style-type: none"> <li>• Increase staff confidence in the delivery of phonics</li> <li>• A higher percentage of pupils are at age related expected levels in reading</li> <li>• Improve pupil progress by embedding phonics in a rich literacy environment</li> <li>• Purchase additional iPads so that more children can access personalised learning programmes</li> </ul>	<p>Through regular and sequential CPD sessions, staff confidence and knowledge has improved, this has had a positive impact upon teaching and learning for all pupils. The RWI trainer who visits the school throughout the year, has been very impressed with the skills of the staff in the delivery of phonics sessions. She has also noted the impact that this has had upon the children.</p> <p>Due to COVID, the phonics screen check was cancelled in June 2020; however, those pupils when they were in Year 2 took the phonics screen test in the latter part of the autumn term 2020. 91.8% of the Y2 pupils passed the test. 78% of the PP children passed the test.</p> <p>As a result of the pandemic there was a greater need to increase the number of iPads. iPads were provided by the DfE for remote learning but we purchased additional iPads. The additional iPads have proved extremely beneficial during these challenging times.</p>
High quality teaching and learning to deliver better outcomes for pupils	<ul style="list-style-type: none"> <li>• Improvement in pupil outcomes at the end of KS2. At the end</li> </ul>	<p>As the EEF recommends that teaching should be the top priority, we employed a 0.5 teacher so that the Y5/6 cohort could be taught in their year groups for English and maths. We hoped that this would result in good outcomes for those pupils at the</p>

	<p>of the academic year, a higher percentage of Y6 PP pupils to achieve the expected standard in RWM.</p>	<p>end of KS2. However, because of the pandemic KS2 SATs were cancelled in May 2020.</p>
<p>Children with additional needs will be supported by effective interventions to build confidence, improve skills, offer challenge and lower levels of frustration</p>	<ul style="list-style-type: none"> <li>• After accessing CPD provided by a number of outside providers, teaching assistants will be able to give greater support to PP children with SEN, enabling them to make greater progress.</li> </ul>	<p>During the first lockdown, teaching assistants and teachers were asked to access remote SEND training whilst working from home. Once back in school, members of staff were asked to apply the skills learned from the training by providing appropriate interventions for identified pupils. As school was only open in summer 2020 to certain year groups, it was impossible to measure the impact.</p>
<p>To raise children's self-esteem, resilience, and to stimulate their curiosity and learning we will ensure that pp pupils have equal opportunities to access enrichment activities, so they have experiences outside of their normal range. This will then promote an understanding of the wider world and</p>	<ul style="list-style-type: none"> <li>• To improve confidence and widen personal experiences to benefit academic learning.</li> </ul>	<p>All residential visits were cancelled because of the pandemic. We were limited to which enrichment activities we could offer the children and we are therefore unable to measure the impact.</p>

<p>encourage children to have high aspirations.</p> <p>Children with social and emotional needs are provided with access to appropriate support.</p>	<ul style="list-style-type: none"> <li>• This support will improve social interaction, emotional literacy, help children to connect with one another, to work in collaboration, to create a feeling of empathy, to be able to recognise positivity, build confidence and give them a feeling of empowerment.</li> </ul>	<p>We were able to introduce the Jigsaw resource into school but were unable to measure the impact of the programme because of school closure. However, whilst the children were working remotely throughout the pandemic, a high emphasis was placed upon their social and emotional wellbeing. Parents have been extremely complimentary about the support that their children have received and have also been grateful for the support that we have given to them too.</p> <p>All Relax Kids sessions had to be cancelled from March 2020 as did the in-house Kalmer Counselling sessions. However, both Emma from Relax Kids, and Kate from Kalmer Counselling, have continued to provide ongoing remote support to the pupils and staff.</p>
<p>Increase the progress of vulnerable pupils by developing parental skills so they can support their children's learning.</p>	<ul style="list-style-type: none"> <li>• Greater Parent/school partnership</li> </ul>	<p>Many of the actions for this desired outcome we were unable to put in place because of the pandemic. However, as a result of the pandemic we have increased parental links through the use of Tapestry and Seesaw. This has enabled the teaching staff to support and increase parental knowledge in order for the parents to support their children's learning. Through the use of both platforms, parents and carers have been able to ask for advice and we have been able to tailor communications with parents so we could encourage a positive dialogue about children's learning.</p> <p>We also purchased an additional 12 iPads and cases for pupils who may not have access to technology at home. The 12 iPads, plus more, were loaned to pupils during the first lockdown and until we received laptops from the DfE.</p>