

Emmanuel Holcombe CE Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

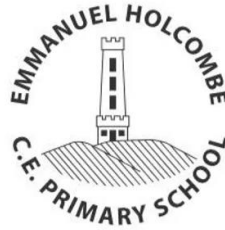
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Emmanuel Holcombe CE Primary School	
Number of pupils in school	105
Academic year that our current pupil premium strategy plan covers	2022-2023
Proportion (%) of pupil premium eligible pupils	(5 pupils) 4.8%
Date this statement was published	October 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Governing body pending
Pupil premium lead	Amy Longstaff
Governor lead	Jan Thomond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£13,490
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	£13,490



Part A: Pupil premium strategy plan

Statement of intent

Our intention is:

- *To ensure disadvantaged pupils are challenged in the work they are set*
- *Act early to intervene at the point of need*
- *Adopt a whole school approach in which staff take responsibility for disadvantaged pupils and their outcomes*
- *Provide opportunities for all pupils to engage in enrichment*
- *Provide opportunities for all pupils who are gifted; in order for them to excel*

Challenges

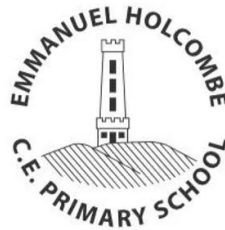
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations, discussions, and assessments indicate that pupils in receipt of PPG have greater difficulties with emotional self-regulation, which impacts on their social development within school.
2	Early assessments and observations of reading and writing, identify 60% of pupils in receipt of PPG require extra support to achieve in line with their peers, (including phonics)
3	Children who excel in music, require further enrichment opportunities to develop their individual talent and passion.

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
1. Observations, discussions and assessments indicate that pupils in receipt	To achieve and sustain improved well-being for disadvantaged pupils.



of PPG have greater difficulties with emotional self-regulation, which impacts on their social development within school.	Sustained high levels of well-being from the end of 2022-23, demonstrated by qualitative data from student voice, student/parent surveys and teacher observations
2. Early assessments and observations of reading and writing, identify 60% of pupils in receipt of PPG require extra support to achieve in line with their peers, (including phonics)	To raise phonics attainment in screening check. To attain the expected standard or above in reading and writing
3. Children who excel in music, require further enrichment opportunities to develop their individual talent and passion.	To pupils will have access to high quality enrichment, where they can rehearse, develop and showcase their musical talent. Significant uptake in enrichment activities, particularly amongst disadvantaged pupils.

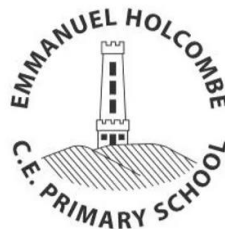
Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £5,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Named mentor (pastoral lead), to receive Trauma informed training, in order to upskill professional knowledge Support pupils in receipt of PPG, by engaging in bespoke well-being interventions, using tailored strategies, using evidence-based research Provide pupils in receipt of PPG to attend alternative provision 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://www.traumainformedschools.co.uk/</p>	Observations, discussions and assessments indicate that pupils in receipt of PPG have greater difficulties with emotional self-regulation, which impacts on their social development within school.



<p>'outreach sessions' provided by Bury LEA</p> <ul style="list-style-type: none"> • DfE funded Mental Health School Team, phase 2, mental health school based practitioner 1 day a week from January 2023 	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	
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Teaching (for example, CPD, recruitment and retention)

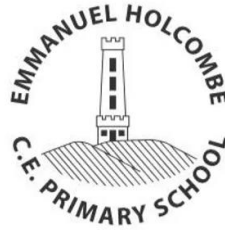
Budgeted cost: £2,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • DfE systematic, synthetic phonics programme – catch up intervention programme. This targets the specific needs and gaps for pupils who require it who are in receipt of PPG • Ensure pupils who are at risk of falling behind in reading and writing received high quality and timely intervention, in response to their need. • Targeted CPD support for staff to effectively deliver the English curriculum, (including the phonics programme) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#:~:text=Technical%20Appendix-What%20is%20it%3F,a%20replacement%20for%20other%20lessons.</p>	<p>Early assessments and observations of reading and writing, identify 60% of pupils in receipt of PPG require extra support to achieve in line with their peers, (including phonics)</p>

Wider strategies

Budgeted cost: £5,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • To plan an overview of cultural capital enhancements e.g. - Individual Music tutoring 	<p>https://educationendowmentfoundation.org.uk/guidance-for-</p>	<p>Children who excel in music, require further enrichment opportunities to</p>



<ul style="list-style-type: none"> - Bury MET Youth Opera Project - School led choir - Young Voices 	<p>teachers/life-skills-enrichment</p> <p>https://www.youngvoices.co.uk/register</p>	<p>develop their individual talent and passion.</p>
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Total budgeted cost: £ 13,490

Part B: Review of outcomes in the previous academic year

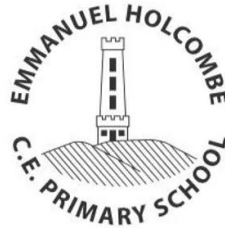
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Summary of the main barriers faced by eligible pupils 2021-22: Pupils who have suffered early trauma and experience on-going attachment issues - this includes pupils with emotional and developmental delay</p> <ul style="list-style-type: none"> • Delays in social/emotional/behavioural development, and low self-esteem and low confidence • Communication disorders & Cognitive delay <p>Outcomes:</p> <ul style="list-style-type: none"> • Due to transition intervention and timely, wider agency support, children transitioned successfully to their next stage of education • Pupils with communication difficulties met national expectations, in-line with their peers
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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
Milo and Hamish Intervention	
Jigsaw PSHE	
Commando Jo	
Times Table Rockstars	

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?	There were no service pupil children 2022-23