

Pupil premium strategy statement – The Emmbrook School

Emmbrook Road, Wokingham, RG41 1JP **Tel:** (0118) 9784406

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Website: www.emmbrook.wokingham.sch.uk

Headteacher: Mr Nick McSweeney

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 outcomes for disadvantaged pupils last academic year.

School overview

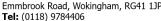
| Detail | Data |
|---|----------------------|
| Number of pupils in school | 1168 (Y7-Y11) |
| Proportion (%) of pupil premium eligible pupils | 13.2% (Y7-Y11) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024/2025/2026 |
| Date this statement was published | 28/10/24 Draft |
| Date on which it will be reviewed | TBC |
| Statement authorised by | T Bhambra / K Massey |
| Pupil premium lead | T Bhambra |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £110320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £110320 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |



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Statement of intent

We believe that all pupils irrespective of their background or circumstance should be given the opportunities to make exceptional progress and achieve high attainment across the curriculum. We also want our children to learn how to act with **respect** for themselves, each other and the wider-world, and to act with **integrity** at all times. A sense of 'belonging' and **family** is very important to us as a proud inclusive school. We set challenging targets so that all pupils retain high **ambition** and this strategy focuses on ensuring that disadvantaged pupils fulfil their potential.

These are the core values of the school.

The purpose of this strategy is to ensure that students at The Emmbrook who are socially disadvantaged are challenged and supported to *live* these values every day.

The strategy has six strands; teaching and learning, improving reading and comprehension, improving attendance and punctuality, developing students' character, improving students' behaviour and wellbeing.

Underlying our strategy are the following principles:

Our approach is evidence based, hence the explicit focus on high quality teaching first and foremost, supported by targeted support and wider strategies to improve outcomes for all our students. We are clear that by pursuing these strategies, non-disadvantaged pupil attainment will be improved alongside that of our disadvantaged students.

The Pupil Premium strategy is based on what the data tells us at the Emmbrook School about where gaps exist and we are relentless and ambitious in closing these gaps. Yet we also recognise that student need will be varied, and so we remain open, responsive and creative in meeting these different needs.

Improving provision for Pupil Premium will be delivered through staff at all levels, raise their expectations of students and take responsibility for ensuring exceptional progress; this means knowing students and their aspirations, being prepared to intervene early so that we are ambitious for our students

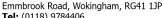
There are 3 themes which will drive the work against the 6 challenges in Y1:



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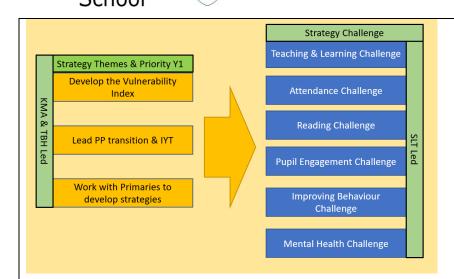




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The vulnerability index (from creation to embedding) is a vital in-house tool for all staff to use to better understanding the complexity and range of barriers that could exist for all pupils, but especially PP pupils. This knowledge is central in tackling the 6 challenges. This is the first theme.

The other two themes, primary transition and in-year transfer of PP pupils ensure that there is a strong focus on 'getting to know' our most vulnerable pupils well enough to support them against the 6 challenges. This can then be shared with those leading work on the 6 challenges, to support that work and to better inform those leaders so that we can sharpen our approach for these two groups especially.

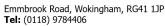
Research base:

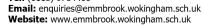
- Tackling Social Disadvantage through Teacher Education: Ian Thompson
- EEF Using your pupil premium effectively
- The Education Endowment Foundation's Guide to the Pupil Premium, updated September 2023
- The Education Endowment Foundation's Teaching and Learning Toolkit
- The Department for Education's Guide to Using the Pupil Premium, March 2023











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Emmbrook School

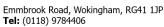
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

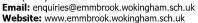
| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Teaching & Learning (TBH / LPA / SLT Link) |
| | Academic achievement: To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students. The target to achieve is: |
| | 15% improvement at GCSE, as average point score for all PP pupils on 2023-24 |
| | 20% improvement (average) for pupils at KS3 'meeting expectation' on 2023-24 |
| | The VI toolkit will be useful to all teachers in seeing quickly any learning or related concerns. |
| 2 | Attendance (EHO) |
| | Attendance and punctuality. To improve attendance and punctuality of disadvantaged students |
| | The target is to improve the overall attendance for PP pupils to a minimum of 91% and to reduce the PA gap with non-PP pupils by at least 10% |
| | The VI toolkit will be useful to all teachers in seeing quickly any attendance or related concerns |
| 3 | Reading and Comprehension (LPA) |
| | Improving reading and comprehension: All research points to one of the main barriers to improved reading amongst disadvantaged pupils is the |

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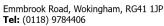




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|----|-------------|--|--|
| | | lack of texts at home. The National Literacy Trust (4/5 boys from disadvantaged backgrounds don't red do not have a book at home. Our NGRT assessment is a gap between disadvantaged and non-disadvantaget is to prioritise PP pupils for assessment, | and daily and that 1/8 and that indicate that there taged students identify gaps and |
| | | prioritise the first group for intervention with a view and comprehension by July 2024 The VI toolkit will be useful to all teachers in seeing | |
| | | or related concerns | |
| | 4 | Engagement (EFR) Developing character: To increase enjoyment and curriculum for disadvantaged students | engagement of the |
| | | This will be done using standards walks and data. have 90% of observed lessons (using the engagem showing pupils engaged in lessons. The evidence value supported by student surveys. | nent proforma) as |
| | | The VI toolkit will be useful to all teachers in seeing engagement or related concerns | g quickly any |
| | 5 | Improving Behaviour (RRI) | |
| | | Reduce the sanction point gap between disadvanta disadvantaged pupils. The target is to reduce C1, C minimum of 10% over 2023-24 | |
| | | The VI toolkit will be useful to all teachers in seeing behaviour or related concerns | g quickly any |
| | 6 | Supporting Mental Health (SGU /RRI) | |
| | | We know that students from socio-economically diswill be in greater need of safeguarding support, in physical and mental health and wellbeing. This has exacerbated by the cost of living crisis. The target report (through surveys) that their mental health a improved over the course of the year. | order to protect their further been here is for pupils to |
| | | The VI toolkit will be useful to all teachers in seeing being or related concerns | g quickly any well- |











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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 | | |
|---|---|--|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. | In line with national average for non-DA students nationally. 10% improvement at GCSE, as average point score for all PP pupils on 2023-24 15% improvement (average) for pupils at KS3 'meeting expectation' on 2023-24 | |
| Improve attendance and decrease incidence of persistent absence | The attendance of PP will be close to non-PP students The target is to improve the overall attendance for PP pupils to a minimum of 91% and to reduce the PA gap with non-PP pupils by at least 10% | |
| Improve engagement in lessons for disadvantaged students | Improved attitude to learning / effort grades recorded for disadvantaged students- in line with non-disadvantaged. Our target is to prioritise PP pupils for assessment, identify gaps and prioritise the first group for intervention with a view to improving reading and comprehension by July 2024 | |
| Improve behaviour of disadvantaged pupils | Decrease gap in recorded C1, C2, C3 for disadvantaged pupils against non-disadvantaged pupils. The target is to reduce C1, C2 and C3 points by a minimum of 10% over 2023-24 | |
| Improve literacy skills of disadvantaged students | Testing with GL Assessment's NGRT several times a year, we aim to create parity between DA and non-DA students in two areas: Reading age and Reading comprehension Our target is to prioritise PP pupils for assessment, identify gaps and prioritise the first group for intervention with a view to improving reading and comprehension by July 2024 | |

6

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| Mental Health Support | Through quantitative data (student survey) and qualitative feedback, students will indicate that they have a clear understanding both of how to keep themselves safe and healthy and will be confident in accessing support when required. The target here is for pupils to report (through surveys) that their mental |
|-----------------------|---|
| | (through surveys) that their mental health and well-being has improved over the course of the year. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38700

(snapshot from costing spreadsheet)



7

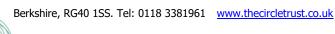




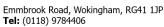
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|----------|--|-----------------|----------------|-------------|------------|
| Focus | Purpose | Number of staff | Hours per term | Total hours | Cost |
| Teaching | Continuing to embed TELC; (TLC meets every term and all staff are engaged with buddying system to work on one aspect of teaching and learning) | 10 | 4 | 40 | 3000 |
| Teaching | Ensure that in-year joiner PP pupils meet with KMA to go through learning expectations (such as TELC) | 1 | 2 | 2 | 150 |
| Teaching | Provide high quality professional development for all staff: CPD aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged and SEND students. | 75 | 2 | 150 | 11250 |
| Teaching | Effective use of data to inform learning and provide DA students with bespoke intervention. | 5 | 10 | 50 | 3750 |
| Teaching | Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies | 8 | 6 | 48 | 3600 |
| Teaching | Prioritise in-year transfer PP pupils to ensure that a smooth transition has been made (KMA 1-1) | 1 | 3 | 3 | 225 |
| Teaching | Prioritise DA students in leadership team lesson observations and through work sampling and standards walks | 8 | 8 | 64 | 4800 |
| Teaching | Monitor the adaptations and scaffolding for DA students | 8 | 2 | 16 | 1200 |
| Teaching | | 2 | 6 | 12 | 900 |
| Teaching | Whole school and departmental student voice | 2 | 4 | 8 | 600 |
| | Improve reading and oracy skills of disadvantaged learners through: | | | 0 | 0 |
| | Monitoring and reviewing the impact of literacy intervention strategies such as Lexia Plus. (Prioritise PP/SEND) | 3 | 6 | 18 | 1350 |
| Teaching | NGRT Data use to get reading comprehension age. This data is analysed to identify key students for literacy interventions. Spelling scores are also determined, and appropriate interventions put in place. (Prioritise PP/SEND) | 2 | 5 | 10 | 750 |
| Teaching | Increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies. | Budg | get for reso | ource | S |
| Teaching | TBH to monitor and review impact through learning walks, work sampling and student voice | 1 | 4 | 4 | 300 |
| Teaching | | Budg | get for reso | ource | S |
| Teaching | ** | 2 | 6 | 12 | 900 |
| Teaching | Reading in all lessons to form an integral part of the lesson structure | Budg | get for reso | ource | s |







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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Staff Involved |
|---|--|-------------------------------------|--|
| Continuing to embed TELC (TLC meets every term and all staff are engaged with buddying system to work on one aspect of teaching and learning) Ensure that in-year joiner PP pupils meet with KMA to go through learning expectations (such as TELC) | The TELC is our school-wide pedagogical approach to teaching and learning, expectation and routines. It has been developed out of research carried out by our teaching and learning committee. See EEF QFT In-year joiner PP pupils are the most vulnerable so need 1-1 support initially to go through expectations | 1,3,4 5,6 | All members of TLC (10) meet for 1.5 hours every term All staff buddy for 1 hour each term All staff develop their T&L project in own time KMA to spend 1 hour a week developing the VI toolkit |
| Provide high quality professional development for all staff: CPD aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged and SEND students. | The EEF "Effective Professional Development" report (2021) states that "ensuring teachers are provided with high quality PD is crucial in improving pupil outcomes" For example: Research evidence (EEF) shows that metacognition and self-regulation approaches to | 1,3, 5 | 2 INSET days for all staff members and twilight sessions KMA to drip- feed VI toolkit |
| This will be led by members of the TLC, SENCO and PP Co-Ordinator | teaching support pupils to think about their own learning more explicitly. This involves teaching students' specific strategies for | | CPD throughout the year |

9

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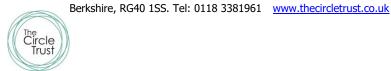
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|---|---|----------|---|
| (around the tackling and supporting vulnerability) | planning, monitoring, and evaluating their learning. | | |
| Improve the progress and attainment of DA students compared with non-DA students through universally high expectations and providing Quality-first teaching through the implementation of: Creation and establishment of the | The EEF "Effective Professional Development" report (2021) states that "high quality teaching is pivotal in improving children's outcomes" and "research tells us that high quality teaching can narrow the disadvantage gap". The EEF states that 'high quality teaching "is the most important lever schools have to improve outcomes for their students". "Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are | 1,3,5,6 | KMA & Pastoral teams (initially) to set-up school- wide toolkit |
| Vulnerability Index (VI) to 'flag' pupils against actual or potential barriers Effective use of T&L strategies -TELC and SEN adaptations in | crucial". Research evidence from the EEF finds that the potential impact of metacognition and self-regulation approaches can add +7 months additional progress. | | SLT led QA against programme of scheduled visits |
| lessons, tilting for PP/SEND pupils Staff to prioritise first checks for DA | Effective teaching strategies include teachers modelling their own thought processes. This forms part of our TELC model and CPD for all staff. | | All staff |
| and SEND students in lessons. Staff to use VI tool to support Regular meetings with senior leaders | The DfE report "Supporting the attainment of disadvantaged pupils: articulating success and good practice" (Nov 2015) identified as a building block for success to be "clear, | | SLT/CURL meetings (every 2 weeks with a focus on PP/SEND) |

10

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and HODS to identify key DA students and discuss appropriate intervention strategies by using the VI tool

responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance".

EEF "researchers found that

Effective use of data to inform learning and provide DA students with bespoke intervention.

teenagers who have a good understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need."

Additional 1-1 support for PP/SEND as necessary

Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies

Sir Kevan Collins states "high-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes"

KMA to meet with IY transfer weekly for their first term

Prioritise in-year transfer PP pupils to ensure that a smooth transition has been made (KMA 1-1)

SLT and CURL to conduct work sampling as joint

exercise

Prioritise DA students in leadership team lesson observations and through work sampling and standards walks

SLT led QA

Led by CJO

11

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|--|---|--------|--|
| Monitor the adaptations and scaffolding for DA students | | | |
| Provision of high- quality careers guidance to raise aspirations of DA students | | | SLT led, special focus for PP/SEND |
| Whole school and departmental student voice | | | |
| Improve reading and oracy skills of disadvantaged learners through: Monitoring and reviewing the impact of literacy intervention strategies such as Lexia Plus. (Prioritise PP/SEND) NGRT Data use to get reading comprehension age. This data is analysed to identify key students for literacy | Research evidence from Ofsted (Nov 22) "Now the whole school is reading: How to support struggling readers in secondary school" suggests that the best ways to support struggling readers and ultimately improve outcomes is evident where senior leaders prioritise reading; students are screened using appropriate diagnostic tests to gauge accurate reading ages; staff training on how to explicitly support struggling readers; where information is shared widely about struggling readers; there is clear monitoring to track progress and support continues past KS3. | 1, 3,5 | Led by LPA, supported by KMA |
| interventions. Spelling scores are also determined, and appropriate interventions put in | Research evidence from the EEF "Oral Language Interventions" indicates that oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF (July | | |

12

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13

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vocabulary size and life chances is firm" and that





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| "children from the most | | |
|------------------------------|---|--|
| disadvantaged backgrounds | | |
| encountered fewer words | | |
| than their advantaged | | |
| peers". To overcome this the | | |
| EIF recommends "reading to | | |
| them frequently, introducing | | |
| new vocabulary and meaning | | |
| within | | |
| | 1 | |

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

Budgeted cost: £ 39600

(snapshot from costing spreadsheet)

| | | | 1 | | |
|----------|--|----|----|-----|-------|
| Targeted | Improve the progress of some year 7, 8 and 9 PP crossover SEND with low | 70 | 5 | 350 | 26250 |
| | NGRT scores. Use the VI tool to prioritise pupils, especially any in-year | | | | |
| | joiners. | | | | |
| Targeted | Targeted TA support of PP crossover SEND students: Partial funding | 6 | 15 | 90 | 6750 |
| | towards the employment of curriculum in English, Maths especially to | | | | |
| | greater access to the curriculum | | | | |
| Targeted | Use of the SENCO to assist with support and development of the curriculum, | 1 | 15 | 15 | 1125 |
| | including the use of AP | | | | |
| Targeted | Whole school CPD on attendance and continued work between the SEND | 2 | 5 | 10 | 750 |
| | department and Attendance lead. Using the VI tool, prioritise those pupils | | | | |
| | with lowest attendance and VI metric. | | | | |
| Targeted | Provide CPD on explicit aspects of TELC and use of VI tool | 4 | 5 | 20 | 1500 |
| Targeted | Develop use of effective feedback for students through staff CPD and | 8 | 4 | 32 | 2400 |
| | learning walk | | | | |

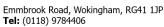
| Activity | Evidence that supports this approach Challenge number(s) addressed | | | | | | |
|--|--|--------|--|--|--|--|--|
| Improve the progress of some year 7, 8 and 9 PP crossover SEND with low NGRT scores. Use the VI tool to prioritise pupils, especially any in-year joiners. | Research evidence provided by the EEF on "Small Group Tuition" claims that "the average impact of the small group tuition is four additional months' progress, on average, over the course of a year." Research suggest that a reading focus where there are frequent small group sessions are most impactful. | 1,3, 5 | | | | | |

14

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|-----|---|--|---|
| | Targeted TA support of PP crossover SEND students: Partial funding towards the employment of curriculum in English, Maths especially to greater access to the curriculum | EEF evidence "Teaching Assistant Interventions" states that "teaching assistants can provide a large positive impact on learner outcomes." The evidence suggests that targeted small group intervention is more effective than deployment of everyday classroom teaching. The EEF recommends that "well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously high attaining pupils". Impact had shown that structured curricular interventions can have +5 months of progress in one year. | 1,3, 5, 6 |
| | Use of the SENCO to assist with support and development of the curriculum, including the use of AP | EEF special educational needs in mainstream EEF Pupil premium menu | 1,2,5,6 |
| | Whole school CPD on attendance and continued work between the SEND department and Attendance lead. Using the VI tool, prioritise those pupils with lowest attendance and VI metric. | EEF attendance intervention | 1,4 |
| | Provide CPD on explicit aspects of TELC and use of VI tool | Recommended by the EEF as part of a whole school strategy | 1,2 |
| 9 | Develop use of effective feedback for students through staff CPD and learning walk | EEF notes a potential 6+ months progress when feedback is used effectively in classrooms | 1,3 |

15

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

(snapshot from costing spreadsheet)







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|-------|---|-----|-----------|--------------|-------------|--|--|--|
| Wider | Improve the sense of belonging amongst disadvantaged students within the school community: Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies | 2 | 10 | 20 | 1500 | | | |
| Wider | Monitor impact of DA students involved in the house system – house captains and involvement in house activities. | 2 | 5 | 10 | 750 | | | |
| Wider | Track and monitor the VI toolkit scores to support intervention needed to improve outcomes | 1 | 5 | 5 | 375 | | | |
| Wider | Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings | 2 | 5 | 10 | 750 | | | |
| Wider | Improve attendance of DA students in line with non-DA students: | 6 | 5 | 30 | 2250 | | | |
| Wider | Pastoral leaders to work collaboratively with and EHO to prioritise DA students in line with attendance policy. | 6 | 6 | 36 | 2700 | | | |
| Wider | Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students | 2 | 5 | 10 | 750 | | | |
| Wider | Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy | 2 | 5 | 10 | 750 | | | |
| Wider | Fast action response by pastoral leaders to account for unexplained absence of DA students | 5 | 5 | 25 | 1875 | | | |
| Wider | Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence | 8 | 2 | 16 | 1200 | | | |
| Wider | Rewards issued to DA students for improving attendance | 2 | 6 | 12 | 900 | | | |
| Wider | Offering after school enrichment, clubs, trips and activities, including home- learning support | 1 | 10 | 10 | 750 | | | |
| Wider | Contributions to educational visits for those identified as PP/FSM | Bud | get for r | esource | es | | | |
| Wider | Regular staff training and reviews through TELC CPD, school-wide QA, subject expertise and coaching to ensure optimal outcomes. | 2 | 5 | 10 | 750 | | | |
| Wider | Ambitious expectations of attendance and punctuality, uniform, unstructured time transitions, and student-staff interactions through the focus on 'Relationships' | Bud | get for r | esource | es | | | |
| Wider | Provision for equipment and enrichment activities: Funding to be used to support DA students with uniform; equipment and enrichment activities such as school trips and excursions, and extracurricular activities. Monitor attendance of DA students at extra time clubs and on school trips | Bud | get for r | esource | es | | | |
| Wider | Improve physical and emotional wellbeing of DA students | 1 | 4 | 4 | 300 | | | |
| Wider | KMA to support transition work from Primary by: | | | 0 | 0 | | | |
| Wider | Liaising with Ali Brown during T2.1 (2024) to visit Primaries; | 1 | 4 | 4 | 300 | | | |
| Wider | Working closely with CJO to support transition of PP pupils | 1 | 12 | 12 | 900 | | | |
| Wider | Populating the VI toolkit so that we have the metrics available on arrival 6 4 24 18 | | | | | | | |







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Budgeted cost: £16560 +Ring-fenced £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------------|
| Improve the sense of belonging amongst disadvantaged students within the school community: Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies Monitor impact of DA students involved in the house system — house captains and involvement in house activities. | This will improve attendance and support with student well-being. Identified as a DofE strategy for improving attendance | 4 |
| Track and monitor the VI toolkit scores to support intervention needed to improve outcomes | | |
| Improve parental engagement through | | |



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| Emmbrook School | | Emmbrook Road, Wokingham, RG41 1JF Tel: (0118) 9784406 Email: enquiries@emmbrook.wokinghan Website: www.emmbrook.wokingham.s Headteacher: Mr Nick McSweeney |
|--|---|---|
| improved communication with DA families via more regular telephone calls and face to face meetings | | readleacher. Pil Nick Picswechey |
| Improve attendance of DA students in line with non-DA students: Pastoral leaders to work collaboratively with and EHO to prioritise DA students in line with attendance policy. Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy Fast action response by pastoral leaders to account for unexplained absence of DA students Subject departments use effective means to prioritise and support all (but especially DA students) in addressing | The DfE 'Working together to improve school attendance' (Sept 2022) and DfE Summary of responsibilities where a mental health issue is affecting attendance (Feb 2023) recommend that schools use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance "by building strong and trusting relationships and working together to put the right support in place". The DfE Research report (2016) – The link between absence and attainment at KS2 and KS4 found "absence had a statistically significant negative link to attainment". Therefore, improving attendance of DA students should lead to improved outcomes. The EEF Guidance Report "Working with parents to support children's learning" (2018) states that "schools and parents have a shared priority to deliver the best outcomes for their children". Their research finds that "well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance." | 4, 6 |







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| lost learning through absence | | |
| Rewards issued to DA students for improving attendance | | |
| Offering after school enrichment, clubs, trips and activities, including home- learning support | https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most- out-of-homework/ https://educationendowmentfoundation.org. uk/education-evidence/teaching-learning-toolkit/homework | 1,3,5,6 |
| Contributions to educational visits for those identified as PP/FSM | Extra-curricular activities can have a significant impact on the health and wellbeing of students. | |
| | Engaging with extra-curricular activities can also improve attendance at school. | |
| Regular staff training and reviews through TELC CPD, school-wide QA, subject expertise and coaching to ensure optimal outcomes. Ambitious expectations of attendance and punctuality, uniform, unstructured time transitions, and student-staff interactions through the focus on 'Relationships' | Regular staff communication and building strong relationships are key to effective behaviour management in schools- EEF | 3,5 |
| Provision for equipment and enrichment activities: Funding to be used to support DA students with uniform; | Research from the Social Mobility Commission "An unequal playing field" finds that "extracurricular activities are important in developing soft (social) skills as well as being associated with a range of other | 1,3,5 |

20

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| | | Headteacher: Mr Nick McSweeney |
|--|---|--------------------------------|
| equipment and enrichment activities such as school trips and excursions, and extracurricular activities. Monitor attendance of DA students at extra time clubs and on school trips | positive outcomes such as achievement and attendance". | |
| Improve physical and emotional wellbeing of DA students | The EEF reports on the Healthy Minds research project that interventions that consider wellbeing practices such as mindfulness have shown statistically significant improvements in student wellbeing | 6 |
| KMA to support transition work from Primary by: Liaising with Ali Brown during T2.1 (2024) to visit Primaries; | Transition of all pupils to secondary is vital. Successful transition of the most vulnerable pupils is doubly important and a good understanding of their vulnerability profile would ensure that teachers can adapt and shape learning and support more appropriately. | |
| Working closely with CJO to support transition of PP pupils | | |
| Populating the VI toolkit so that we have the metrics available on arrival | | |

Total budgeted cost: £ 104860







Part B: Review of the previous academic year

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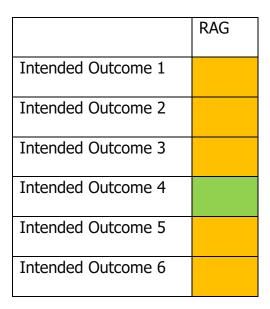
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Intended outcomes - a review of 2023-24

The PP Strategy for





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current strategy plan, and how we will

This explains the outcomes we are aiming for by the end of our measure whether they have been achieved.

| | Intended outcome | Success criteria | Evaluati | on | | | | | | |
|---|--------------------------------------|--|-------------|-----------|----------------|------------|----------|----------|-----------|-------|
| 1 | To close the | P8 score is improved | | | | | 202 | 22-23: | 2023-24 | |
| | attainment and progress gap for our | from our last examination outcome in | Number | | | | | | .7 | 26 |
| | disadvantaged | 2023. | A8 | | | | | | L.9 | 3.0 |
| | students at KS4. | The progress and | Basics 9- | 4 | | | | | 9% | 31% |
| | | attainment gap have narrowed | P8 | | | | | - | 1.62 | -0.63 |
| | | | Camman | | | | | | : | |
| | | | last yea | - | r improve - | ement in | progress | and atta | ainment f | rom |
| | | | RAG rating: | | | | | | | |
| | | | Reason r | not GREEN | : GAP agai | inst non-P | Р | | | |
| 2 | Improve attendance for disadvantaged | Attendance to be improved on previous | | ALL | Y7 | Y8 | Y9 | Y10 | Y11 | Gap |
| | students. | years and working | 2022- | 79.8% | 81.5% | 85.4% | 77.6% | 80.7% | 63.1% | 5.5% |
| | | towards being above national average and in line with non- | 23 | | | | | | | |
| | | disadvantaged | 2023- | 81.2% | 89.1% | 86.4% | 84.7% | 83.5% | 82.8% | 4.3% |
| | | students. | 24 | | | | | | | |
| | | | | | | | | | | |

24

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| | | | Commentary: clear improvement in attendance overall and in nearly every |
|----------|-----------------------------|--|---|
| | | | year group |
| | | | RAG rating: |
| | | | Reason not GREEN: Gap against non-PP |
| 3 | To create a culture | An increase in | NET/PUPIL: Y7 Y8 Y9 Y10 Y11 |
| | of high aspirations | engagement, | Not PP 409 314 240 213 92 |
| | and ambitions for | attendance, behaviour | PP 234 96 117 107 59 |
| | our disadvantaged students. | and academic outcomes. | Gap 175 218 123 105 33 |
| | Students. | | |
| | | All disadvantaged | |
| | | students are able to | |
| | | take their next steps | Commentary: PP at KS3 achieved strongly across the curriculum (see below) |
| | | post 16. 100% of | and rarely reported to be 'behind' with peers. NET point Gap remains higher |
| | | students having a post 16 provision secured. | than expected |
| | | 10 provision secured. | · · |
| | | | DAC ratings |
| | | | RAG rating: |
| | | | Reason not GREEN: Net Gap and some KS3 subject areas |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
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| <u> </u> | | 25 | |

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| | Art and Design | Computing | & Tech KS3 | | | Food & Nutrition KS3 | | Geography | | Mathematics | | 3 | ous Studies | 9 | h |
|------------|----------------|-----------|------------|-------|---------|----------------------|--------|-----------|---------------|-------------|-------|--------|-------------|----------------|---------|
| | t and | nduu | Design | Drama | English | od 8 | French | ogra | History | athe | Music | PE KS3 | Religious | Science | Spanish |
| | Ā | ပိ | Ď | امّ ا | ᇤ | 유 | 栕 | Ge | Ξ | Ž | Ź | IH. | <u>%</u> | Sc | Sp |
| > | | | | | | | | | | | | | | | |
| PP | | 0.14 | 0.09 | 0.17 | -0.26 | -0.06 | 0.58 | -0.2 | 0.00 | -0.02 | 0.29 | 0.1 | | 0.02 | 0.31 |
| NON-PF | , | 0.31 | 0.20 | 0.36 | -U.23 | -0.03 | 0.32 | -U.10 | -0.02 U.U. | -0.00 | 0.20 | 0.21 | | -0.02 U.U.Z | U.40 |
| SEND | | -0.04 | 0.1 | 0.23 | -0.1 | 0.23 | 0.52 | 0.1 | 0.1 | -0.1 | 0.36 | 0.03 | -0.01 | -0.1 | 0.03 |
| HPA | 0.72 | 0.14 | 0.05 | 0.02 | 0.03 | -0.02 | 0.55 | -0.35 | 0.1 | -0.06 | 0.15 | 0.03 | | 0.22 | 0.31 |
| MPA | -0.6 | 0.12 | -0.02 | 0.23 | -0.33 | -0.17 | 0.72 | -0.08 | -0.07 | -0.05 | 0.18 | 0.11 | -0.47 | 0.04 | 0.4 |
| LPA | | 0.17 | 0.32 | 0.3 | -0.56 | 0.06 | 0.39 | -0.18 | -0.03 | 0.09 | 0.3 | 0.19 | -0.1 | | 0.17 |
| <u> </u> | | | | | | | | | | | | | | | |
| ALL | | 0.17 | 0.02 | 0.17 | 0.07 | 0.04 | 0.1 | -0.01 | 0.02 | 0.03 | 0.15 | 0.02 | | -0.07 | 0.4 |
| PP | -0.191 | 0.03 | -0.16 | 0.35 | 0.26 | 0.16 | 0.13 | -0.03 | 0.13 | -0.07 | 0.06 | 0.09 | -0.26 | 0.06 | 0.16 |
| SEND | | 0.19 | 0.05 | 0.14 | 0.04 | 0.02 | 0.1 | 0.03 | 0.01 | 0.04 | 0.16 | 0.01 | 0.03 | -0.09 | 0.44 |
| HPA | -0.06 | 0.15 | 0.24 | -0.05 | -0.17 | 0.15 | -0.05 | -0.03 | 0.04 | -0.08 | -0.05 | -0.12 | -0.03 | -0.24 | 0.15 |
| MPA | - 1 | 0.06 | 0.04 | 0.15 | 0.13 | 0.07 | 0.15 | 0.11 | -0.07 | 0.15 | 0.22 | 0.15 | -0.1% | -0.08 | 0.46 |
| LPA | | -0.08 | -0.08 | 0.37 | 0.15 | -0.08 | 0.25 | 0.2 | -0.1 | -0.2 | 0.3 | -0.1 | -0.08 | 0.15 | 0.3 |
| 6X | | | | | | | | | | | | | | | |
| ALL | | 0.28 | 0.05 | 0.35 | | 0.23 | -0.11 | 0.03 | -0.09 | | 0.23 | 0.23 | 0.02 | | -0.02 |
| PP | -0.77 | 0.28 | 0.09 | 0.62 | | -0.05 | -0.58 | -0.24 | 0.19 | | 0.42 | 0.52 | 0 | | -0.48 |
| NON-PI | | 0.28 | 0.04 | 0.52 | | 0.26 | =0.00 | 0.05 | -0.11 | | 0.21 | 0.2 | 0.02 | | 0.02 |
| SEND | -0.15 | 0.42 | 0.27 | 0.56 | | -0.15 | | 0.27 | -0.01 | | -0.01 | 0.27 | -0.01 | | |
| HPA | | 0.27 | -0.02 | 0.18 | - | 0.49 | | 0.05 | -0.01 | | 0.21 | 0.01 | -0.19 | - | 0.23 |
| MPA LPA | | 0.32 | 0.07 | 0.57 | - | 0.17 | | 0.02 | -0.15 | - | 0.19 | 0.36 | 0.11 | - | -0.05 |
| LFA | | 0.13 | V.I | V.U.) | | -0.01 | | 0.01 | V.V1 | | V.+3 | 0.10 | 0.07 | | |



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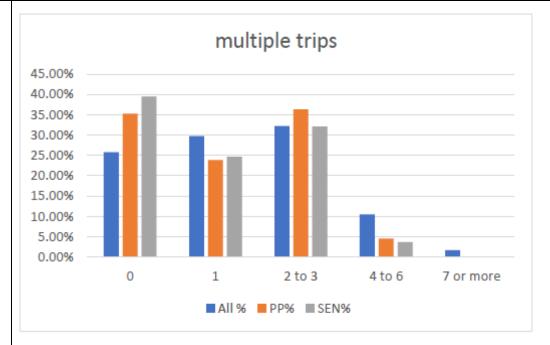
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To ensure PP students are equipped for school and maximising their learning inside and outside of school.

- All disadvantaged students are equipped with resources/equipment to maximise learning
- Extra-curricular involvement needs raising through increased opportunity

27



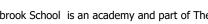
Areas for Focus

1. Enhance PP and SEN Support: Develop targeted initiatives to increase trip participation among PP and SEN students.

Commentary: combining the trips participation alongside clubs and activities, all pupils attended at least 1 club, trip or activity throughout the year

RAG rating:





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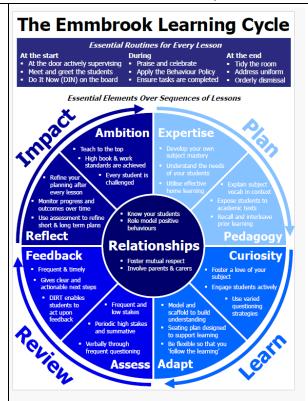
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All staff are actively contributing to the success of PP students

- Teachers employing T&L strategies to support the learning of PP students. (PP First)
- TLA's and support staff to implement interventions and tailored support to increase the progress and success of disadvantaged students which raises attainment, attendance, literacy and numeracy etc.
- Disadvantages students are being discussed at every opportunity e.g. department meetings, CURL meetings to raise the profile.



Commentary: new TELC pedagogy developed and being launched in Sep 2024
Previous pupil progress checks (PPC) have shown PP pupils to be making
progress on par with peers

RAG rating:

Reason not GREEN: attainment and progress gaps exist at KS4

28

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| 6 | Parents/carers of PP students are engaged in school, | The attendance of disadvantaged students at parents/carers at | PCE Attendance | Y7 | Y8 | Y9 | Y10 | Y11 | |
|---|--|---|---|----------|-----------|----------|--------|---------|------------------------------------|
| | aware of their child's learning and | Parents' Evenings is at or above that of non- | Not PP | 90% | 84% | 88% | 89% | 81% | |
| | understand how to support their child. | disadvantaged learners. • Parent /carers surveys | PP | 86% | 75% | 86% | 77% | 68% | |
| | | show engagement and satisfaction with school and school life. | Feedback Ratings: - Parents generally felt that they were able to see all the teachers/subjects they wanted to, with the average rating being 3.98 out of 5. - Communication about the events was well-received, with an average rating of 4.39 out of 5. - The clarity and helpfulness of the subject information provided during the events received an average rating of 4.33 out of 5. - Confidence in understanding their child's journey through their GCSE/GCEs was positive, with an average rating of 4.25 out of 5 for the years that provided feedback on this metric. | | | | | | |
| | | | PCE so that in the | | | | | | as elevated PP participation at p. |
| | | | RAG rating: | | | | | | |
| | | | Reason not GRE | EN: Part | icipation | n gap re | emains | high in | some year groups (Y11) |

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

| For schools that receive this funding, you may wish to provide the following |
|--|
| information: How our service pupil premium allocation was spent last |
| academic year |
| |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |
| |







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Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.



