



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 | The Emmbrook School |
| Number of pupils in school | 1110 |
| Proportion (%) of pupil premium eligible pupils | 12.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Nick McSweeney (Headteacher) |
| Pupil premium lead | Roxy Ridsdale |
| Governor / Trustee lead | Janine Dotchin |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £111,735 |
| Recovery premium funding allocation this academic year | £17,980 |
| 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 | £129,715 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at The Emmbrook School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at The Emmbrook School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at The Emmbrook School.
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality intervention and support
- ensuring all vulnerable learners are ready to learn through access to a specific provisions, equipment, uniform and resources.
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support

Achieving these objectives:

The range of provisions available at The Emmbrook School include but are not limited to:

- Frequent monitoring and intervention implemented to support individual needs
- Academic support which includes in class support and small group withdrawal
- Academic mentoring for students in Y10/11 with leaders providing support and guidance to support both academic and pastoral needs
- Running a breakfast club to ensure vulnerable learners are prepared for the day
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent contact and support with parents regarding uniform, equipment, extracurricular activities, trips and revision resources
- Providing laptops to support with access to homework and remote learning
- Providing priority access to student support and careers support advisors



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Overall progress data of disadvantaged students at KS4. |
| 2 | Attendance and persistent absence of disadvantaged students. |
| 3 | Lower aspirations & ambitions to succeed |
| 4 | Access to school, resources, learning and wider cultural capital opportunities. |
| 5 | Whole school CPD development on disadvantaged students and strategies to support success |
| 6 | Effective parental engagement |

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 |
|---|--|
| To close the attainment and progress gap for our disadvantaged students at KS4. | P8 score is improved from our last examination outcome in 2019 which was -0.49 The aim is for P8 to be greater than 0. |
| Improve attendance for disadvantaged students. | Attendance to be improved on previous years and working towards being above national average and in line with non-disadvantaged students. |
| To create a culture of high aspirations and ambitions for our disadvantaged students. | <ul style="list-style-type: none"> An increase in engagement, attendance, behaviour and academic outcomes. All disadvantaged students are able to take their next steps post 16. 100% of students having a post 16 provision secured. |
| To ensure PP students are equipped for school and maximising their learning inside and outside of school. | <ul style="list-style-type: none"> All disadvantaged students are equipped with resources/equipment to maximise learning Extra-curricular, trip, and intervention attendance increases for PP students. |
| All staff are actively contributing to the success of PP students | <ul style="list-style-type: none"> 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. |



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| | <ul style="list-style-type: none">• Outcomes of P8 & A8 increase for disadvantaged students.• Disadvantaged students' outcomes are in line with non-disadvantaged students in all subject areas.• Disadvantages students are being discussed at every opportunity e.g. department meetings, CURL meetings to raise the profile. |
| <p>Parents/carers of PP students are engaged in school, aware of their child's learning and understand how to support their child.</p> | <ul style="list-style-type: none">• The attendance of disadvantaged students at parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.• Parent /carers surveys show engagement and satisfaction with school and school life. |



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: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| The recruitment of a PP champion/advocate to support the implementation of the PP strategy | By recruiting a PP champion/advocate additional capacity will be created to support the implementation of the PP strategy and support the long-term drive on improving all the challenges identified above. | 1-6 |
| A PP first approach – disadvantaged students are prioritised to ensure they receive high quality feedback and dialogue within lessons to raise engagement and progress levels | Feedback is a high impact strategy for low cost. This will ensure that staff explicitly prioritise disadvantaged students and become more familiar of their needs. Live feedback ensures that learning is consistently modelled and scaffolded within lessons and will support student reflective skills of learning. The use of effective questioning and purposeful interaction is an effective strategy for low cost. It also aims to improve the relationships with disadvantaged students and their teachers increase self-worth and aspirations. | 1,3,5 |
| Implement the reading strategy and enhance library access | By embedding a reading strategy across the school will encourage independent reading and widen the focus and understanding of literacy across all aspects of the curriculum. It will support all aspects of a student's development in regards to progress, attainment and engagement. | 1,4,5 |
| Reflection of the KS4/KS5 Curriculum to see if the subject being offered are fit for purpose especially for our disadvantaged students with a long-term plan to enable high levels of engagement and access to a purposeful and meaningful curriculum for all. | If will can ensure a broad and accessible curriculum for all, all aspects of learning and engagement with school should increase positively impacting attainment, attendance, behaviour etc. | 1,2,3,4 |
| Develop, recruit and retain the best members of staff | By having high quality teachers across all subject areas' students will experience | 1-6 |

| | | |
|--|---|--|
| | <p>outstanding teaching and learning experiences which in turn will positively impact all students supporting them in becoming well-rounded individuals who achieve their ambitions and flourish in life.</p> | |
|--|---|--|

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| All KS4 disadvantaged student to have a personalised support plan which is accessible for all staff. | By creating personalised plans for all KS4 disadvantaged students, all stakeholders have a clear overview of actions being taken or needing to be implemented to support both academic/pastoral progress. | 1,2,3,6 |
| KS4 1:1 Academic/Pastoral Mentoring | 1:1 guidance to support their progress will ensure it is a key priority for all stakeholders. Leadership will be able to identify their barriers to learning and any strategies needed to meet their educational and emotional needs and ensure their personalise plans are having a positive impact. | 1 |
| Careers support and guidance for KS4 students | Career guidance and support for our KS4 students to guide and prepare them for their post 16 steps to allow them to be able to identify steps and goals they need to achieve to enable this to happen. | 3 |
| KS4 & KS3 Catch Up Tutoring | Extended/additional learning opportunities for KS3/KS4 students will allow them additional expertise and focus for examinable courses/core subject to support progress and attainment. | 1 |
| Revision Clubs at KS4 | Extended school time for KS4 students will allow them additional expertise and focus for examinable courses to support progress and attainment | 1 |
| Aspirations and Ambition Programme/mentoring for KS3 students | Having high aspirations for our students will enable them to identify goals, ambitions for the future and interaction with role models who have a positive and inspiring impact on them to be successful in all aspects of school life. | 1,2,3 |

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



Budgeted cost: £24,095

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Audit completed to ensure all disadvantaged students have all resources/access to all aspects of school life e.g. revision books, uniform, trips equipment to be able to access all aspects of school life</p> | <p>By equipping all disadvantaged students with all resources, we should be able to eradicate this as a barrier to learning. Disadvantaged students will also be able to experience and have access to all additional opportunities that will positively impact them both academically and personally e.g. trips</p> | <p>4</p> |
| <p>PP Representative Group</p> | <p>By creating a disadvantaged student representative group we will be able to give a voice to students and respond to the needs and feedback given to enable us to overcome the challenges identified within this strategy.</p> | <p>4</p> |
| <p>Breakfast/Homework Provision KS3</p> | <p>Homework/breakfast provision club to enable students to continue their learning before and beyond the school day, whilst accessing expertise guidance to support learning on top of lending this provision to support personal and pastoral needs too. The provision can also provide opportunity for students to engage with activities that they may not be able to access at home due to potential barriers e.g. funding</p> | <p>3</p> |
| <p>A continued and sharpen focus on disadvantaged students' attendance</p> | <p>By increasing the attendance of students and accessing learning there is a clear correlation that progress and attainment should increase. There is a clear link between poor attendance levels and lower academic achievement.</p> | <p>2</p> |
| <p>To continue to utilise and review SSU, Behaviour Team/pastoral support and the intervention they can provide to support our disadvantaged students</p> | <p>A positive experience of school and tailor support and intervention will improve engagement and interaction in school</p> | <p>1,3</p> |

Total budgeted cost: £ 124,095



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.

The school built on prior work to remove Barriers to Learning (such as transport, uniform, revision guides etc) with a specific focus on IT. The school evaluated the availability of internet access and IT equipment (and therefore capacity for joining remote learning) of all students and prepared laptops and wifi dongles for those identified as needing them for the lockdown periods. Furthermore, the school provided training for all staff and students in Teams so all students can access education remotely.

The school continued its focus on attendance, engagement and punctuality of students. Year 11 students were provided with a mentor to support them through the academic year both academically and pastorally. The school also utilised behaviour support and specific student support intervention to support students throughout all key stages. Year leaders played an active role in regularly checking in with students to ensure all needs were being met both at school and during home learning. All students were resourced with relevant equipment and resources to ensure they could access all aspects of school life.

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 |
|------------------------|-----------------|
| RSHE Programme Support | SoulScape |
| | |