

Essendon C of E Primary School Pupil Premium Strategy Statement



This statement details the on-going review of our school's use of pupil premium and recovery premium funding, to help improve the attainment of our disadvantaged pupils for the academic year 2022 to 2023.

This statement 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	Essendon C of E Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022 -2023
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Belinda Canham
Pupil premium lead	Belinda Canham
Governor / Trustee lead	Pauline Alleyne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£2,107
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	£36,732

Part A: Pupil premium strategy plan

Statement of intent

At Essendon C of E Primary School our intention is to identify and meet the individual needs of our disadvantaged pupils so that barriers to learning are addressed and our children can reach their full potential across the curriculum and as members of our school community.

Our key steps to success are:

- To challenge absence and promote good attendance.
- To provide Quality First Teaching that meets the needs of all our learners.
- To accurately identify barriers to progress as a learner in our school.
- To provide targeted intervention to address gaps in learning.
- To provide opportunities for our children to engage in a broad range of curricular and extra-curricular opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance A significant proportion of our disadvantaged pupil's families have had attendance issues. Patchy attendance clearly impacts on progress and the gap in learning between this disadvantaged group and non-disadvantaged group has widened.
2	Progress in Reading Slow progress in reading has been identified as a key barrier to learning for a high proportion of our disadvantaged pupils.
3	Accurate identification of SEN 50% of our disadvantaged pupils also have an SEND and require accurate identification of barriers to learning and an on-going assess, plan, do review cycle to meet learning needs.
4	Support for learning at home A high proportion of our disadvantaged children come from families with limited prior learning experiences where parental support and engagement from the home is usually positive but limited.
5	Pastoral Support

	Pastoral, well-being, social interaction and playtime support has been identified as a very important part of the wider curriculum offer for some of our disadvantaged pupils, family support is offered to parents and carers.
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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
Progress in reading for identified pupils in our KS1 and KS2 disadvantaged group.	<ul style="list-style-type: none"> • At assessment points, early readers show progress in their phonic knowledge. • Where there is very slow progress, targeted intervention is implemented and impacts on progress in reading. • Pupil voice evidences growing confidence and enjoyment of reading across the curriculum.
Improved attendance for targeted children in disadvantaged groups.	<ul style="list-style-type: none"> • Barriers to attendance are identified for families with inconsistent attendance. • Parents and carers are engaged to address the barriers to attendance. • Parents and carers work with the school and outside agencies to improve attendance.
The individual SEND needs of our disadvantaged pupils are identified and supported.	<ul style="list-style-type: none"> • The continued implementation of the assess, plan, do review cycle successfully impacts on the SEND needs of our disadvantaged pupils. • SEND pupils make progress from their own starting points.
The well-being needs of our disadvantaged pupils are identified and supported.	<ul style="list-style-type: none"> • Working with parents and carers, the vulnerabilities of our disadvantaged pupils are identified ie Adverse Childhood Experiences (ACEs), challenging family situation. • School based Early Help is offered, or external agency Early Help is offered and is engaged with.

	<ul style="list-style-type: none"> • Pupil and parent voice together with class teacher observation and behaviour tracking show increased well-being.
<p>Wider opportunities are offered and engaged with.</p>	<ul style="list-style-type: none"> • Wider curriculum opportunities and experiences will be offered to all pupils. • Financial support will be offered to ensure that affordability is not a barrier to taking part in all the opportunities school offers.

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: £16,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>This includes: Delivery of a broad and balanced curriculum with adaptations to address barriers to learning.</p> <p>Feedback and marking that moves learning forward.</p> <p>Pupil progress tracking and robust assessment - identifying gaps in learning and next steps.</p>	<p>Research shows that Quality First Teaching is the most effective way to raise progress and attainment for all our children including the disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Having a shared responsibility for our PPG children and their progress is a priority. Staff are clear about barriers to learning for PPG children and strategies to support.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Teaching staff will have a clear understanding of pupil's needs and deliver Quality First Teaching to progress all learners.</p>	<p>1,2,3,4,5</p>
<p>Deployment of Teaching Assistants.</p> <p>Working as a team with the class teacher to ensure disadvantaged pupils have full access to teaching and learning.</p>	<p>Research shows that the deployment of teaching assistants within a class can support the progress of disadvantaged children in a class that has a range of needs – such as in mixed age classes</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf</p>	<p>1,2,3,4,5</p>
<p>Staff training and CPD</p> <p>Ensuring staff can deliver effective teaching and learning for disadvantaged learners.</p>	<p>Priority training: Systematic Synthetic Phonics Scheme – training for all staff and volunteers, shared with parents and carers. Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Mastery maths scheme – training for staff</p>	<p>1,2,3</p>

	<p>Subject leader expertise – joining associations, middle leader training, subject leadership time and training.</p> <p>EEF Teaching Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Identifying and addressing barriers to learning.</p> <p>Supporting all staff in making adaptations to promote progress for disadvantaged learners.</p>	<p>Implementation of the assess, plan, do review cycle by a qualified SENCo. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Inclusion Teaching Assistant supports teaching staff with SEND resourced, adaptations and interventions.</p>	1.2.3,5

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

Budgeted cost: £8,500 plus £2,107 of Recovery Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding and resourcing our new Systematic Synthetic Phonics Scheme</p> <p>Reading Teaching Assistant</p>	<p>Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1,2
<p>Speech and Language Intervention in EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,3
<p>Deployment of Teaching Assistants – targeted intervention</p> <p>TA training</p> <p>Inclusion Teaching Assistant</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence shows targeted intervention by teaching assistants impacts on pupil progress.</p>	1,2,3

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

Budgeted cost: £9,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	Successful, supported self-regulation means parents are ready to support the learning journey and children are ready and open to learning. https://impact.chartered.college/article/promoting-positive-mental-health-wellbeing-primary-schools/	1,3,5
Supported playtimes	Successful social relationships means pupils are ready to learn together.	3,4,5
Family Support Consortium Membership – Early Help	Early Help ensures families are supported with attendance and barriers to attendance.	3,4,5
Training and CPD: ELSA Training Mental Health Training	Trained staff ensures well-being needs are accurately identified and relevant support is accessed.	3,4,5
Wider Opportunities Enrichment activities Clubs and events	Pupils engaging in a rich and broad whole-school curriculum experience flourish on their learning journey. https://early-education.org.uk/cultural-capital/	1,3,4,5

Total budgeted cost: £36,732

Part B: Review of outcomes in the previous academic year (2021/2022)

Pupil premium strategy outcomes

This details our pupil premium priorities, actions and impact on pupils in the 2021 to 2022 academic year.

Priority 1:

Progress in reading for identified pupils in our KS1 and KS2 disadvantaged groups is increased, closing the gap that has grown since the Covid pandemic (when attendance and engagement issues became major barriers to learning).

Summer 2022 Data *(Govt has said cannot compare with previous data)*

- EYFS/GLD – 2 x PPG Achieved/2 x PPG Not achieved
- Phonics – 2 x PPG Passed/2 x PPG Not Passed
- Y2 SATs – Reading 1 x PPG Achieved ARE/3 x PPG Not achieved ARE
- Y6 SATs – Reading 2 x PPG Achieved ARE/2 x PPG did not take (SEN)

Priority 2: Improved attendance for targeted children in disadvantaged groups.

- Some individual improvement but overall no significant improvement in figures,
- An improvement in our response – Attendance Action Plan
- Worked effectively with the Attendance Officer and Traveller Liaison.

Priority 3: The individual SEND needs of our disadvantaged pupils are identified and supported.

- 9/22 SEN Register was PPG last year. All needs identified. 2/9 were EHCPs
- All 2021 – 2022 PPG children have barriers to learning – home experiences, attendance, SEN etc
- Y1/2 Split, morning teacher employed
- TAs full time in every class to support SEN
- 1x Inclusion TA - mornings
- X2 PPG/EHCP Support for objectives
- Pastoral provision/Pastoral Lead
- Sports Apprentice
- Planned lunchtime provision – adapted provision
- Family Support Worker support
- Access to sporting festivals – build confidence and participation

Priority 4: The well-being needs of our disadvantaged pupils are identified and supported.

- Pastoral provision/Pastoral Lead
- Sports Apprentice
- Planned lunchtime provision – adapted provision
- Family Support Worker support
- Access to sporting festivals – build confidence and participation
- Inclusion TA employed

Priority 5: Wider opportunities are offered and engaged with.

- Visiting Farm
- Toy Museum History Resources
- Trips in each class
- Y5/6 Residential
- Church Services
- Skipping Days
- Music Lessons Offered
- MultiActive Clubs Offered
- Sports Events open to all
- Fundraising Events
- Theme Days
- Theme Weeks

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

