



Essendon C of E Primary School

Pupil premium strategy (Review Nov 2022)

This statement details the on-going review of 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	Essendon C of E Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
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	£28,275
Recovery premium funding allocation this academic year	£3,033
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	£31,308

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 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	60% of our disadvantaged pupil's families have had attendance issues throughout the Covid pandemic. There were already identified learning, engagement and attendance needs in this group before the Covid pandemic began, the gap in progress between this disadvantaged group and non-disadvantaged group has widened.
2	Slow progress in reading has been identified as a key barrier to learning for a high proportion of our disadvantaged pupils.
3	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	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, 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.

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	Evidence Review – Nov 2022
<p>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).</p>	<p>The new phonics scheme is embedded and all staff and volunteers are trained.</p> <p>The new phonic scheme intent and implementation is shared with parents and carers.</p> <p>At assessment points, early readers show progress in their phonic knowledge.</p> <p>Where there is very slow progress, targeted intervention is implemented and impacts on progress in reading.</p> <p>Pupil voice evidences growing confidence and enjoyment of reading across the curriculum.</p>	<p>Little Wandle Scheme Actioned – Spring and Summer Term 2022</p> <p>Parents evening – Spring 2022</p> <p>Governors Meeting</p> <p>Community Readers</p> <p>Parent Workshop – Autumn 2022</p> <p>Little Wandle has a robust assessment cycle and identifies where the gaps are.</p> <p>Early Reading scrutiny: HIP Report - Early Reading 26.9.22</p> <p>Ofsted Report – Early reading 20.7.22</p>
<p>Improved attendance for targeted children in disadvantaged groups.</p>	<p>Barriers to attendance are identified for families with inconsistent attendance.</p> <p>Parents and carers are engaged to address the barriers to attendance.</p> <p>Parents and carers work with the school and outside agencies to improve attendance.</p>	<p>Attendance has become our daily focus and a priority for the SDP 2022-2023.</p> <p>Daily phone calls were made, all reasons tracked.</p> <p>Conversations are had around all absence – parents challenged.</p> <p>Mixed data for Autumn (Covid), Spring and Summer 2021-2022 – fluctuated due to illness and holidays.</p> <p>Persistent absence figures high – Attendance Action Plan.</p>
<p>The individual SEND needs of our disadvantaged pupils are identified and supported.</p>	<p>The continued implementation of the assess, plan, do review cycle successfully impacts on the SEND needs of our disadvantaged pupils.</p>	<p>All 2021 – 2022 PPG children have barriers to learning – home experiences, ACEs, attendance, SEN etc</p> <p>Progress is very slow</p> <p>Needs are identified</p>

	SEND pupils make progress from their own starting points.	EHCPs x 2 last year
The well-being needs of our disadvantaged pupils are identified and supported.	<p>Working with parents and carers, the vulnerabilities of our disadvantaged pupils are identified ie Adverse Childhood Experiences (ACEs), challenging family situation.</p> <p>School based Early Help is offered, or external agency Early Help is offered and is engaged with.</p> <p>Pupil and parent voice together with class teacher observation and behaviour tracking show increased well-being.</p>	<p>Pastoral Lead programme offered – accessed by 6 x PPG children and 2 x PPG intensively.</p> <p>Parent meetings – 1:1</p> <p>Lunchtime Pastoral Offer in the Den.</p> <p>Family Support Worker funded, worked with 3 x PPG families.</p> <p>Funded parenting courses offered to PPG families.</p> <p>CPOMs behaviour tracking evidenced decrease in challenging behaviours.</p> <p>Whole school evidence of increased well-being at playtime, lunchtime and in targeted groups.</p>
Wider opportunities are offered and engaged with.	<p>Wider curriculum opportunities and experiences will be offered to all pupils.</p> <p>Financial support will be offered to ensure that affordability is not a barrier to taking part in all the opportunities school offers.</p>	<p>Trips for every class.</p> <p>Sporting festivals and events in school time for PPG to access.</p> <p>Y5/6 residential funded for PPG or partially funded.</p> <p>Visitors</p> <p>Clubs to access</p> <p>Music to access</p>

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: £15,850

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For 2021 -2022 we split the Year 1 and Year 2 class in the morning for core subjects and employed a Year 1 teacher for catch-up.</p>	<p>https://junipereducation.org/resource/press-releases/youngest-pupils-learning-worst-affected-by-covid-19-pandemic-new-report-reveals/</p> <p>The largest report into the impact of the disruption caused by the pandemic on primary school children showed that children in Year 1 experienced the greatest drop in their learning. Younger children also took longer to recover lost learning when they returned to school. (Feb 2021)</p> <p>Targeted teaching in core subjects to provide catch-up. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p>	1.2.3
<p>Introduction of a Systematic Synthetic Phonics Scheme</p>	<p>Reading Framework</p>	1,2

	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
Speech and Language Intervention in EYFS	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3
Deployment of Teaching Assistants – targeted intervention TA training Inclusion Teaching Assistant	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Evidence shows targeted intervention by teaching assistants impacts on pupil progress.	1,2,3

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

Budgeted cost: £8,185

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: £31,535

Part B: Review of outcomes in the previous academic year

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

