

Essendon C of E Primary School

Pupil premium strategy statement



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	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
<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>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>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>SEND pupils make progress from their own starting points.</p>
<p>The well-being needs of our disadvantaged pupils are identified and supported.</p>	<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>Wider opportunities are offered and engaged with.</p>	<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>

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

Priority 1:

Social, Emotional and Mental Health, learning behaviours and well-being focus:

Following the return to school from lockdown in September 2020 and then the next lockdown in Spring 2021, each time resources were directed to the successful return to full-time in school teaching and learning as a school community, but as a school community in bubbles. This included additional support staff in KS2 to support well-being, extra playground resources and zoned playground areas to support covid-safe social interaction and games. Investment in new PSHE/RHE scheme to support well-being alongside Zones of Regulation to support self-regulation. During the spring 2021 lockdown staff continued to support well-being through on-line class welfare check-ins, personal phone calls to disadvantaged families, offering of resources, devices, I pads and laptops, paper resources and learning materials such as paper and pens and on-line access as well as places in school for disadvantaged children in school. Summer 2021 was once again the return to whole school learning and successful learning behaviours and social interactions.

Priority 2:

Broad and balanced curriculum:

Returning in Autumn 2020 we offered an initial recovery curriculum, assessing needs of our disadvantaged and identifying gaps in learning. The school invested in well sequenced purposeful learning schemes for music, computing and RHSE, and continued to prioritise quality texts as a focus for English teaching and staff training for maths mastery in mixed aged classes. During this academic year the school reading scheme was developed into KS2 to support structured progress and class libraries were introduced to support reading for pleasure. Reading books were loaned during the next lockdown. Remote learning continued to be broad and balanced and the next step for teaching was taken to provide recorded videos, class catch-ups, and resource packs to support learning across the curriculum.

Priority 3

Closing gaps across the curriculum

Full-time teaching assistants supported teachers in class with targeted children. The Sen TA was deployed to KS1 to support those that had fallen behind with phonics and early reading. Speech and language and vocabulary development was a focus in EYFS. Assessment and pupil progress identified gaps in learning and next steps, teaching focussed on core skills and learning behaviours in both core subjects and foundation subjects. Concentration times and focussed learning times were developed over the year and mixed in with increased physical activity such as the daily mile.

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