



Pupil premium strategy statement Essendon C of E Primary School

This statement details our school's use of pupil premium (and recovery 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 2023-2024	80 (plus 6 Nursery)
Proportion (%) of pupil premium eligible pupils	24% 19/80
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Belinda Canham Headteacher
Pupil premium lead	Belinda Canham Headteacher
Governor / Trustee lead	Pauline Alleyne Chair of Governors Dominic Bedford Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 19 children x £1,455	£27,645
Recovery premium funding allocation this academic year	£1,377
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£29,022

Part A: Pupil premium strategy plan

Statement of intent

At Essendon C of E Primary School we are committed to ensuring each individual pupil achieves their true potential. We want to remove barriers to learning for all our learners and develop the skills necessary for all our pupils to achieve success in life's journey.

Intent

- To ensure all disadvantaged pupils have equity with their peers within the school community.
- To improve the outcomes of disadvantaged pupils to ensure they are more in line with non-disadvantaged pupils and the gap is closing.
- To support the social and emotional needs of disadvantaged pupils so they are ready for learning.

Aims

- **High quality teaching** is key; research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make.
- **Relationship building** is at the heart of our approach, it is key that we develop trusted relationships with our Pupil Premium families.
- It is vital that we accurately **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.

Challenges

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

Challenge number	Detail of challenge
1.	Raising Attainment in Core Subjects Our assessments indicate that the majority of our disadvantaged children are below age related expectations in core subjects.
2.	Increasing Attendance for Target Pupils Analysis shows a disproportionate number of specific disadvantaged pupils have been 'persistently absent' compared to their peers. This absenteeism has negatively impacted the retention and recall for these disadvantaged pupils' stalling their progress across core subjects. This was evident during the Covid period and onwards.

3.	<p>Accurate Identification of Additional Barriers to Attainment</p> <p>The majority of our Pupil Premium pupils have additional barriers to learning such as SEND, medical issues or have experienced known adverse childhood experiences/trauma (ACEs). Many also come from families with limited prior learning experiences where parental support and engagement from the home is positive but very limited. The additional needs of our disadvantaged children is multi-layered and accurate identification of need is important to address progress systematically and sensitively.</p>
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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
To achieve and sustain improved phonics and reading attainment for economically disadvantaged pupils.	KS1 and KS2 phonics and reading outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. The individual needs of our SEND pupils are identified and children with additional barriers make sustained progress.
To achieve and sustain improved writing attainment for economically disadvantaged pupils.	KS1 and KS2 writing outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. The individual needs of our SEND pupils are identified and children with additional barriers make sustained progress.
To achieve and sustain improved maths attainment for economically disadvantaged pupils.	KS1 and KS2 writing outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. The individual needs of our SEND pupils are identified and children with additional barriers make sustained progress.
To achieve and sustain improved attendance for economically disadvantaged pupils.	<p>Working closely with individual families to develop trusted relationships and identify barriers to attendance, year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers is at least in line with national expectations. Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and

	<p>their non-disadvantaged peers being reduced year on year</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year.
To achieve and sustain improved wellbeing for economically disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> qualitative/quantitative data from pupil voice, student and parent surveys and teacher observations. qualitative/quantitative data from ELSA Profiles and Strengths and Difficulties feedback and questionnaires. participation in wider opportunity activities amongst disadvantaged pupils.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching – Core Subjects</p> <p>For all staff to have a clear understanding of what Quality First Teaching looks like in core subjects. Using Rosenshine’s Principles of Instruction and Tom Sherrington’s Teaching Walkthrus during staff INSET and CPD opportunities 2023 – 2026 (SDP).</p> <p>Staff training – White Rose – use of CPD sessions for the Maths Lead to update staff on methodologies and strategies.</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>	1,3

<p>Training from Maths and English Leads on how to use results from standardised tests to plug gaps in learning and plan next steps.</p> <p>For the English Lead to share with KS2 how to teach reading through whole class comprehension and small group work.</p>	<p>Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>EEF Teaching Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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>For Teaching Assistants to know how to use in the moment feedback to move pupils forward.</p> <p>For Teaching Assistants to be trained in core concepts in maths mastery.</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>	1,3
<p>Early Reading and Phonics</p> <p>To continue to employ the Reading TA for 3x/afternoons a week to support progress in reading fluency and comprehension in KS1 and KS2.</p>	<p>Early Reading Framework</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1,3
<p>Identifying and addressing barriers to learning.</p> <p>For the SENCo, and Autism Lead TA, together with Subject Leaders, to support all staff in making adaptations to promote progress for disadvantaged learners.</p> <p>For Teaching Assistants to be trained on core concepts in adaptive teaching and scaffolding techniques.</p>	<p>Implementation of the assess, plan, do review cycle by a qualified SENCo.</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>	1,2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions delivered by trained Teaching Assistants.</p>	<p>Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. Also used as a more general strategy to ensure effective progress, or to pre teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>To use Little Wandle Catch-Up and Keep-Up Sessions to secure stronger phonics acquisition for pupils from EYFS to Year 6 (as required).</p>	<p>Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. Also used as a more general strategy to ensure effective progress, or to pre teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3</p>

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

Budgeted cost: £9,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Provide training and release time for member of SLT to develop and implement new procedures.</p>	<p>The DfE has researched a wide range of strategies to improve attendance and suggests strategies to support positive partnerships with families.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	2
<p>Whole staff refresher training for Herts Steps on behaviour management approaches with the aim of supporting our school's therapeutic approach.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,3
<p>On-going targeted support by the Pastoral and Mental Health Lead for children with SEMH needs.</p> <p>Weekly identified one to one and small group Pastoral and Mental Health Lead sessions.</p> <p>Continued investment in Pastoral Lead provision, planned lunchtime provision, nurture and snack clubs and planned programme of targeted support.</p>	<p>What are the benefits of ELSA based pastoral support?</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Develop coping strategies and talk about difficulties. Supported problem solving. Interact more successfully with others. Develop greater self-awareness manage school better and feel better about themselves. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-</p>	1,3

	reports/primary-sel&utm_medium=search	
<p>Wider Opportunities.</p> <p>School to support contributions to trips.</p> <p>Purchase of items to support pupils at school in consultation with parents and carers including; book bags and uniform.</p> <p>Implementing a poverty proofing approach. Families given a whole overview of trips and educational activities in order to budget accordingly. 2025 – 2026.</p>	<p>Pupils who engage in a rich and broad whole-school curriculum experience flourish on their learning journey.</p> <p>https://early-education.org.uk/cultural-capital/</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Poverty proofing research paper- for those families experiencing financial hardship, poverty proofing results in the financial burden being removed and children having the items they need, thus removing stigma and in return forging a good relationship between school and home.</p> <p>https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf</p>	1,3
Family Support Consortium Membership – Early Help.	Funding the Family Worker ensures families receive Early Help to support with ACEs and are supported with attendance and barriers to attendance.	2,3

Total budgeted cost: £29,022

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-2023

Desired outcomes	Outcome
Progress in reading for identified pupils in our KS1 and KS2 disadvantaged group.	<p>Statutory Data Summer 2023 - Reading</p> <ul style="list-style-type: none"> • EYFS/GLD – 1 x PPG Not achieved • Phonics – 1 x PPG Passed/2 x PPG Not Passed • Phonics – Y2 retake 1 x PPG Passed/1xPPG Not Passed • Y2 SATs – Reading 1 x PPG Achieved ARE/3 x PPG Not achieved ARE • Y6 SATs – Reading 2 x PPG Achieved ARE (All)
Improved attendance for targeted children in disadvantaged groups.	<ul style="list-style-type: none"> • Some individual improvement but overall attendance for key families remained static – these families left Essendon. • An improvement in our response – Attendance Action Plan • Worked effectively with the Attendance Officer and Traveller Liaison.
The individual SEND needs of our disadvantaged pupils are identified and supported.	<ul style="list-style-type: none"> • 9/19 SEN Register were PPG last year. All needs identified. 2 EHCPs. • TAs full time in every class to support SEN/PPG • Reading/Little Wandle TA – 3 x afternoons • 1x Inclusion TA – mornings • Pastoral provision/Pastoral and Mental Health Lead • Sports Apprentice employed to support wider participation in sport and active learning • Planned lunchtime provision – adapted whole school provision to ensure all participated • Family Support Worker support for referred families plus courses open to all parents and carers • Access to sporting festivals and events – to build confidence and participation
The well-being needs of our disadvantaged pupils are identified and supported.	<ul style="list-style-type: none"> • Pastoral provision/Pastoral and Mental Health Lead • Sports Apprentice – focusing on engagement and participation • Planned lunchtime provision – adapted whole school provision to ensure all participated • Family Support Worker support for families and courses open to all parents and carers • Access to sporting festivals and events – build confidence and participation

	<ul style="list-style-type: none"> • Inclusion TA employed to support key children
Wider opportunities are offered and engaged with.	<ul style="list-style-type: none"> • Visiting Farm • Toy Museum History Resources • Trips in each class • Y5/6 Residential • Church Services • Sport Skipping Days • Music Lessons Offered • After School Club Clubs Offered • Sports Events open to all • Fundraising Events • Theme Days • Theme Weeks
Monitoring	<ul style="list-style-type: none"> • SEA/Herts Improvement Partner for HfL monitoring visit.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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