



Essendon C of E (VC) Primary School

Let us consider how to stir up one another to love and good works

Allocation and Impact of Pupil Premium Funding 2019-2020

Summary information Taken from Pupil Premium Strategy. Outcomes linked to School Development Priorities.					
School	Essendon C of E (VC) Primary School				
Financial Year	2019/2020	Total PP budget	£27,500	Date of most recent PP Review	Jan 2019
Total number of pupils	91	Number of pupils eligible for PP	21 (23%)	Date for next internal review of this strategy	July 2020
Pupil Premium Used For	Amount allocated to the intervention/Action	Specific intended outcomes (linked to PP Strategy). How will this intervention/action improve achievement for pupils eligible for PP? What will achieve if successful?	How will the activity be monitored? How will success be evidenced?	Actual Impact	
Lunches	£758.40 (April-August 2018)	To ensure that all children are receiving a balanced, nutritional meal daily.	Children are selecting a balanced meal. This is being eaten. Improved concentration and sustained activity as a result.	School has employed an in house catering manager (see School Development Plan) who has consulted children when planning her meals. More meals are being eaten and enjoyed. Pupil voice 20.9.18 after having seconds 'your	

				meals are the best, I've never eaten so much' (see case study A)
Swimming	£1,372.10			As a result of this all children have achieved the minimum of 25 metres, ability to attempt strokes and being able to self-rescue requirement of leaving school being able to swim according to the PE National Curriculum.
Football sports coaching (PKSA) Football Kit	£420.00 (Outside Provider) 6 weeks (2 hours a week for 2 groups of children from KS2) £90.00	A.F Wider opportunities and curriculum enhancing experiences at school will support the learning of pupils across the school and provide inspiration for continued study, life skills and career planning	Pupil Voice Observations and case studies	As a result of this action behaviour has improved for the focus children. They have increased engagement. Linked to the priority areas their friendship circles have widened and greater life experiences e.g. team work, opportunities for playing against other schools, life skills and healthy being. (School Dev. Priorities/
TA support – PP interventions	£3,500			
Uniform	£35.00			
Daily Speech Therapy	Daily Intervention led by a SCERTS trained HLTA	Delivered by a HLTA daily for 20 minutes. 1:1 teaching.		2 out of 3 targets set by SALT team met in house – recorded. This improved reading and writing abilities – see Target Tracker.
Counselling	£1050.00 (Outside Agency provider) £30.00 (ELSA Assessment, intervention and resources)	3 children for 7 weeks with Tracey. To raise self-esteem/self-worth. Intervention in school Nurture Group – focusing on self-esteem and widening friendships. Pupils in all key stages will be supported in	ELSA assessment package – focus self-esteem and friendships	

		<p>developing a wider friendship group</p> <p>1x child for emotional support following a change in circumstance in the home</p> <p>1x child for emotional support, self-esteem, managing emotions following a difficult year.</p>		
Music Lessons	<p>£420 (Music Teacher – weekly lessons during school time)</p>	<p>3 children each half term. Widening experiences. Inspiring a love of the arts.</p>		
Phonics Teaching	<p>£9000 (5 days a week morning support Teaching Assistant. Timetable planned with the Inclusion Manager for PP children)</p>	<p>KS1 daily phonics teaching led by Teaching Assistant. Chn did not achieve their Year 1 phonic screening (x3). E. Progress in reading will be in line with peers</p>		<p>Phonic assessments Reading levels Phonic screener Impact on Provision Maps)</p>
Maths closing the Gap		<p>Daily Maths sessions planned by CT and delivered by HLTA in KS1 for children that did not reach ELG in EYFS or ARE in Year 1. Similarly meta cognition (learning to learn) approaches help to develop resilience and independence and life-long learning. The EEF Toolkit identifies this as a powerful tool in improving outcomes for minimal cost once training and resources are in place.</p>		<p>Target Tracker assessments Pupils understanding and recording Impact on provision map</p>

Daily Reading		Children who do not read or engage with books at home. Shared reading daily with a Teaching Assistant every morning. E. Progress in reading will be in line with peers		Target Tracker assessments PA+assessments Evidence in Reading records Impact on provision map
Life skills	£1000	Weekly led by HLTA and resourced – ingredients, sewing equipment, Pupils in all key stages will be supported in developing a wider friendship group		Life skills celebration record book Increased pupil engagement – pupil voice Case studies
Enriching Experiences	Trips £220.00 £333.00 £143.80 £300.00	Widening Horizons linked to curriculum Globe Theatre History Day Science Workshop Panto Performance		
Librarian/Reading Teacher	£5000 Teaching assistant – newly appointed to run reading opportunity groups in the Library – learning life skills.	Catch up extra reading groups for pupils who do not have families able to support them at home. Whole school guided reading sessions will develop an independence in reading from a very young age so that pupils can enjoy reading at home without adult support. A love of reading will continue to be promoted school wide via the group shared story – adult reading to children.		Linked to School Development Priorities- improving reading levels and attainment. Inspiring a love of reading and Pupil Premium Strategy - Pupils make progress in line with their peers.