



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Matthew 5:16)

Pupil Premium Strategy Statement 2020 – 2021

❖ Love yourself / Independence & wellbeing

❖ Love others / Inclusivity & respect

❖ Love God / Spirituality & insight

❖ Love learning / Knowledge & skills

❖ Love the world you live in / Awe & wonder

School Development Plan – long term aims and priority areas:

- To develop a powerful learning culture based on deeply-embedded Christian values;
- To offer an exciting, inclusive and inspiring curriculum which broadens pupils' horizons and raises their ambitions;
- To improve pupil outcomes through a cycle of high-quality teaching and incisive assessment;
- To promote a shared culture for developing best practice through openness and self-reflection;
- To develop our school as the heart of a thriving and diverse community.

Overview for 2020/2021		
Total Number of Pupils on Roll	92	
Number of Pupils eligible for Pupil Premium Grant (PPG)	21 (23%)	21 x £1,345 = £28,245
Number of Pupils eligible for EY PP	1	1 x £310
Current free school meals	19 (20%)	
Pupil Premium children with SEN	9 (9/21 = 40%)	
Pupil Premium children with EHCP	0	
Total number of Child Looked After CLA (PPG+)	0	
Total number of post CLA (PPG+)	0	
Total number of Pupil Premium children from the Traveller Community	9 (9/21 = 40%)	
Pupil Premium Attendance	Autumn 2019- 75% Autumn 2020 – 82%	
Whole School Attendance	Autumn 2019- 87% Autumn 2020 – 93%	

Statement	
Date of Statement	September 2020
Reviewed	February 2021
Link Governor	Lesley Reith and Vicky Craig

	PPG Priority Areas	Identified Barriers	Value Link	SDP Link
1.	Progress in learning across the curriculum	A high proportion of children eligible for PPG have an additional vulnerability. Attendance – Traveller Community	Love learning (Knowledge and Skills)	Priority 3 Curriculum, teaching & learning. Priority 5 Assessment, marking and feedback Priority 11 EYFS
2.	Social Emotional Mental Health	Social and emotional difficulties evident in a significant number of children eligible for PPG Evidence of ACEs (adverse childhood experiences) in a number of children eligible for PPG	Love yourself (Independence and Well-being) Love others (Inclusivity and Respect)	Priority 1c Safeguarding Priority 3 Curriculum, teaching & learning.
3.	Wider Opportunities	Essendon C of E Primary School is a small school with a predominantly white British cohort. Limited experience of diversity within the school community. Limited experience of multi-cultural life within the school community. Limited Black, Asian and minority ethnic (BAME) school membership. Some children have less access to extra-curricular experiences or opportunities to learn new skills.	Love the world you live in (Awe and Wonder) Love God (Spirituality and Insight)	Priority 3 Curriculum, teaching & learning. Priority 9 Inclusion Priority 11 Extra-curricular
4.	Parental Engagement	Attendance rates are lower for some groups of children eligible for PPG. Difficult to reach parents for some groups of children eligible for PPG. Some parents of children eligible for PPG have limited literacy skills.	Love learning (Knowledge and Skills)	Priority 8 Outreach, communication & community cohesion Priority 9 Inclusion

Priority Area	Desired Outcome	Actions	Timescales/ Personnel	Spend	Impact Evidence
1a. Progress in learning across the curriculum Quality First Teaching Targeted intervention	<p>Closing the gaps Progress from individual baseline. Progress of the most able disadvantaged</p> <p>Reading Pupils have access to a wider range of texts to improve their enjoyment of reading. (Ofsted 2017)</p> <p>Feedback Teachers' feedback to pupils helps them to challenge themselves further. (Ofsted 2017)</p>	<ul style="list-style-type: none"> Teachers trained on HfL assessment HfL – adviser training/visits INSET and staff meeting training - planned Maths/English intervention planned for Summer Term – training needs identified - staffing Identify Covid Catch-Up funding priorities Homewood –Specialised Intervention – SEN TA Reading scheme additions – Y3/4 and Y1/2 Daily reading for target children Nessy – subscription and set up - SpLD PIVATTs – subscription and understand – SEN small steps tracking Times Table Rock Stars – more dynamic use EHCP applications to support understanding need and barriers to learning. Advisory Service referrals – to support understanding need and barriers to learning Other assessment resources – to identify need Other staff training – to be identified Plan for Traveller Community entering Reception September 2021 (4) Plan for Traveller Community returning after Covid break Plan for PPG/SEN return after Covid break Plan transition for all – focus on Rec to Year 1 	<p>Head Teacher</p> <p>Class Teachers</p> <p>Support Staff</p> <p>INCo</p>	<p>c. £5000 addition TA intervention support</p> <p>Reading scheme books £500</p> <p>Nessy c. £300 PIVATTs c.£200</p> <p>TTR £300</p> <p>Proportion of INCO pay c. £5000</p>	<p>Progress data</p> <p>Attainment data</p> <p>Pupil Progress Meetings</p> <p>Provision Map reviews</p> <p>Statutory Assessments</p> <p>Progress from baseline for intervention</p> <p>Class teacher report</p> <p>SEN Support Plans</p> <p>Staff Appraisal</p>
1b. EYFS	<p>Disadvantaged children in the early years reach a good level of</p>	<ul style="list-style-type: none"> EYFS – Ofsted target actioned/tracked EYFS leader to monitor 	<p>EYFS Lead</p> <p>INCo</p>	<p>EYFS lead budget c. £2000</p>	<p>Statutory data - GLD</p>

Progress in learning across the curriculum	development in line with other children nationally. (Ofsted 2017)	<ul style="list-style-type: none"> • EYFS key worker – Foundation Degree – trained staff • Speech and Language Project- improved language skills (Nuffield Early Language Intervention) 			
2a. Social Emotional and Mental Health	Increased well-being Pupils feel safe at school (Ofsted 2017)	<ul style="list-style-type: none"> • PSHE scheme review • PSHE curriculum delivery – front and centre • Review SMSC policy and actions • Whole staff STEPS training – roots and fruits/anxiety tracking • Counselling offered to target children • Introduce and embed Zones of Regulation to support self-regulation • Boxall Profile – purchase – to identify need • Family Support Centre – membership – access support • DSPL5 – membership – access support • CPOMs subscription – Safeguarding • Resources for Well-Being intervention – ELSA assessments to be found and used – catalogue resources in Butterfly Room • Outdoor learning opportunities identified – tracked by subject leader • Other training needs to be identified 	Class Teachers INCo	PSHE/RHE scheme £300 STEPS TTTT c. £500 Counselling services c. £3000 Family support c. £1500 CPOMS c. £300	Pupil Voice CPOMs data Class Teacher reports Individual Behaviour Support Plans SEN Support Plans
2b. Social Emotional and Mental Health	Successful playtimes Pupils are very well behaved, both within the classroom and in the playground. They are thoughtful, kind and generous with their time and support. (Ofsted 2017)	<ul style="list-style-type: none"> • Review SMSC policy and actions • Redesigning playground to provide more space for different play styles/games • Opening up of nature trail • Playground quiet place design and resourced • Playground resources – identified and purchased • Whole staff Herts Steps training - refresher 	Head Teacher Class Teachers Support Staff INCo	Playground equipment and redesign c. £5000 Proportion of nature trail re-opening c. £200	Pupil Voice CPOMs data Class Teacher reports Playground Observation and Tracking Individual Behaviour Support Plans

		<ul style="list-style-type: none"> • Zones of Regulation to support self-regulation • Other staff training – ASD whole school 			
<p>3.</p> <p>Wider Opportunities</p>	<p>Increased knowledge of the world around RE focus SMSC - objectives</p>	<ul style="list-style-type: none"> • Increased opportunities to learn about the outside world – SLT overview and planned by class teachers/subject leaders • CLPE English Curriculum – choice of books to reflect diversity • Topic Box audit and refresh – RE/History and Geog • Collective Worship – themes planned – to include British Values, diversity and inclusion • In-class libraries – regularly refreshed • School library – planned use - staff member responsibility identified • School Council – opportunities for PPG children to be involved • Team Leaders - opportunities for PPG children to be involved • Eco Leaders - opportunities for PPG children to be involved • External visitors • Workshops – Three faiths tour • Educational Visits • Awareness Days – Awareness Weeks – dates identified on school calendar - planned • School Charity - awareness • Focus curriculum weeks • Focus activity weeks • Enrichment Week – Year 6 • Multi-active Clubs • Other clubs • School uniform support • All subsidised 	<p>Head Teacher</p> <p>Subject Leaders Class Teachers</p> <p>INCo</p>	<p>CLPE membership c. £200</p> <p>Proportion of topic box resources c. £500</p> <p>School library TA time c. £2000</p> <p>External visitors and workshops c. £4000</p> <p>Clubs and uniform subsidies c. £2000</p>	<p>Pupil voice</p> <p>Showing greater understanding of the world across the curriculum including through writing, class discussion, contribution in Reflection Time, PSHE, RE</p> <p>Class Teacher observation and report.</p> <p>Participation in extra curricula opportunities</p> <p>Funding to be tracked by Office Manager</p>

<p>4. Parental Engagement</p>	<p>Continue to find ways to engage parents and to maintain the relationship</p>	<ul style="list-style-type: none"> • Attendance – attendance monitoring by Office and INCo – identify needs • Attendance Officer – meetings to spot patterns • Traveller – sometimes hard to reach parents – continue to build and maintain relationships. Regular check-ins – Office manager to lead • Traveller Liaison – regular contact INCo • Class meetings – beginning of term – encourage attendance – phone call -Office • Access Curriculum Maps – supported access – check - Office • Access Newsletters –supported access – check - Office • Parent workshops – encourage attendance –phone call - Office 	<p>Head Teacher</p> <p>Class Teachers</p> <p>INCo</p>	<p>Office manager time and resources c. £1000</p>	<p>Increased school attendance for target groups</p> <p>Increased attendance for meetings</p> <p>Regular check-ins with target groups - Office</p> <p>Supported access to school information – Office to track</p>
<p>5. Leadership</p>		<ul style="list-style-type: none"> • Meeting parents • Liaising and supporting class teachers • Liaising and supporting support staff • Liaising with Office – attendance • Liaising with Office – funding/subsidies • Assessment of need • Referrals • Staff training • INCo training • Governor reports 	<p>INCo</p>		<p>Reporting to Governors</p> <p>Reporting to Head teacher</p> <p>Appraisal</p> <p>Pupil Premium Action Plan actioned</p>