



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan 2023-24

Pupil premium strategy statement

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	287
Proportion (%) of pupil premium eligible pupils	45.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	Termly in December 2023, March and July 2024
Statement authorised by	
Pupil premium lead	Nick Seymour Deputy Headteacher
Governor / Trustee lead	Full Governing Board



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,605
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190,605



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Part A: Pupil premium strategy plan

Statement of intent

At Essendine we understand that the area we serve has a high proportion of pupil premium and it is crucial that we meet the needs of our children to enable them equal opportunities to succeed. We aim to eradicate gaps in attainment and progress between our disadvantaged pupils and non-disadvantaged. We intend to do so by delivering an ambitious curriculum through high quality teaching which meets the needs of **all** of our learners.

We recognise that not all of our pupils that are in need will qualify as disadvantaged, and that not all FSM children will be socially disadvantaged. At Essendine Pupil Premium funding is allocated to identified key groups and individuals such as:

- socially disadvantaged and/or eligible for FSM/LAC/Service children;
- those who are vulnerable and at risk of underachievement;
- subject to a child in need plan;
- having been identified with complex needs.

High quality teaching remains at the core of our approach, with particular focus on key areas of need among our disadvantaged. These identified areas have been proven to have the greatest impact on closing the disadvantage attainment gap whilst benefitting the non-disadvantaged pupils at the same time. Our aim is to create a rising tide which carries all ships, ensuring that the non-disadvantaged continue to flourish while the disadvantaged children match their progress and attainment.

Our strategy is, having identified focal points for delivering high quality provision, to ensure that our staff consistently- and through robust and accurate assessment rather than assumptions:

- challenge our disadvantaged pupils with the work that they're given and the targets set;



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-act early to intervene when any need is identified;

-adopt a whole-school approach in which staff take responsibility for targeted pupil' outcomes and raise expectations of what they can achieve.

The progress and attainment of all pupils and identified benchmarked groups is monitored closely through the school's extensive tracking systems, both formative and summative. Pupil progress meetings are held with teachers each term where attainment and progress is scrutinised and trends are identified. From this information, timely and targeted interventions are put in place, the impact of these assessed after each term. The type of provision will vary based on the needs of the child but the effectiveness of any provision is regularly appraised and adapted or adjusted whenever it is deemed necessary.

The school provision map and interventions timetable secured through the pupil premium are monitored and adjusted annually to best meet the needs of the pupils across the school.



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Challenges

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

Challenge number	Detail of challenge
1	Annual speech and language screening as well as teacher and specialist observations indicate underdeveloped language skills which impede disadvantaged children's access to the curriculum and progress from Reception to Year 6. This includes communication and language needs identified in home languages as well as English. Furthermore, across the school writing attainment in the disadvantaged is around 10% lower than in non-disadvantaged groups. This is a pattern which has emerged in reading age baselines which assess the children's ability to read words in context.
2	Attainment and progress for disadvantaged children vs their non-disadvantaged peers is an uneven picture across the school: Through both teacher assessment and national data there are gaps between the attainment of disadvantaged children vs their peers, with disadvantaged children performing less well than their peers, most observably in combined scores in KS2. However within the areas of focus and individuals/groups identified as needing interventions, the disadvantaged children outperform their peers. This shows the success of these interventions and the importance of their accurate and timely implementation.
3	Teacher assessment data indicates attainment gaps between the disadvantaged writers and their peers in writing at greater depth. Though progress is equivalent between the disadvantaged writers and non, attainment remains uneven.
4	High attainment in phonics for the disadvantaged group does not translate into high reading attainment in KS1 without intervention. This suggests that disadvantaged pupils have more difficulty in comprehending texts than their non-disadvantaged peers. This also impacts greater depth in writing.
5	Historically, attendance among the disadvantaged pupils has been lower than non-disadvantaged. The employment of a Welfare Officer and inclusion team has seen this improve, with disadvantaged attendance now at 90%, but is still below the national average attendance.



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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
Improved vocabulary and language skills of disadvantaged pupils.	• Target groups and individuals who receive interventions achieve age-related expectations or reach personal targets post-intervention; • Writing moderation shows written work of disadvantaged pupils to be in line with targets. • Accelerated progress evident in those children receiving interventions for speech and language/communication in written work or observed oracy.
The gap between disadvantaged and non-disadvantaged pupils is significantly reduced.	• Progress and attainment across both disadvantaged and non shows no gaps; • Book scrutiny and internal/external moderations identify little difference between the outcomes in both disadvantaged and non; • Outcomes in autumn and spring terms show accelerated progress for disadvantaged groups in years 2, 4 and 5.
Improved writing attainment, including at greater depth, for disadvantaged pupils in KS1 and KS2	• KS1 disadvantaged writers who are at GD by the end of KS1 transfer this attainment through to KS2; • Year 4 and year 5 decrease the gap between age related+ attainment in the disadvantaged compared to their peers to equivalent or at least below 5%, with no gap by year 6.
Improved reading outcomes for the disadvantaged group across KS1 and KS2.	• Those disadvantaged children who do phonics in year 1 achieve the expected standard in year 2; • Those disadvantaged children who achieved GLD at EYFS achieve age-related expectations by the end of KS1; • Following the success of 2023's SATs results in KS2 (>50% GD for disadvantaged readers), consolidate the percentage of greater depth among the disadvantaged readers, aiming for 50% at above age-related expectations.



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A minimum attendance of 96% is achieved by all pupils and there is no attendance gap between disadvantaged children and non.	• There is a sustained high attendance for 2023-24, demonstrated by: • -Overall attendance is at or above 96% across the school, with disadvantaged groups' attendance equivalent to the non-disadvantaged. • -The number of persistent absences (below 90%) is less than five children across the school.
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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: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding and strengthening the influence of the new Intervention and Inclusion team to: -oversee targeted intervention timetabling and its effective delivery; -promote parental engagement by offering coffee mornings weekly to improve attendance;	-The <i>EEF's Pupil Premium Evidence Brief</i> supports the implementation of interventions based on the TARGET approach, where timely interventions which complement the teaching and is delivered by highly trained staff is most effective. -Identifying clear areas for development and using robust diagnostic tools gain the best results -<i>EEF, Selecting Interventions Evidence Insights</i>. Small group tuition gains 4 months of progress, according to the <i>EEF's Teaching and Learning Toolkit</i>. Parental engagement in their child's learning has a positive impact of up to 4 months additional progress. -<i>EEF Teaching and Learning Toolkit</i>	1,2,3,4,5



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Funding release time for teachers to meet with SLT and team to discuss pupil progress, analysing data and assessing the impact of interventions put in place. These meetings involve the inclusion team, DHT, AHT and HoS who share individual and group intervention data and discuss next steps. These meetings are termly and ongoing support is provided for the support staff by the interventions team.	The EEF (June 2021) found that children could make 5 months progress from receipt of targeted subject-related interventions (tier 2) from trained staff. DfE Research Report (2018) suggests that, 'monitoring, review and evaluation of outcomes enabled schools to focus their efforts on the most cost-effective activities'.	1,2,3,4
Participation across the federation in CPD for teachers in delivering wave 1 quality first teaching. Funding allocated will enable staff to meet in release time to discuss strategies and participate in training.	The <i>Quality Implementation Framework (2012)</i> promotes the importance of supportive feedback mechanisms, which will be valuable across both schools in widening our knowledge base.	1,2,3,4
Directed time CPD which focuses on metacognition to promote children's independence and self-awareness.	EEF research suggests metacognition and self-regulation accelerates outcomes by up to 7 months	1,2,3,4
CPD meetings across the federation, focusing on the implementation of the curriculum, with input on intent from senior leaders. This done through the perspective of Wave 1 Quality first teaching. This means that with each CPD focus, time will need to be allocated for background reading and research before discussions around best practice.	Quality first teaching was found by the Sutton Trust to have the greatest impact on children's outcomes. Retrieval practice has shown to increase students' ability to make strong neural connections over time and decreases the cognitive load. The EEF states the importance of interventions not taking the place of lessons- see below: Education Endowment Foundation research (Sharples et al, 2021) is clear that teaching assistant-led interventions can have a very positive impact, within certain conditions. They describe the best interventions as having the following characteristics: • Often brief (20 to 50 minutes), occurring regularly (three to five times per week) and maintained over a sustained period (eight to 20 weeks).	1,2,3,4



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	- Carefully timetabled so they are delivered consistently. - The teaching assistants receive extensive training from experienced trainers and/or teachers (five to 30 hours per intervention). - The intervention has structured supporting resources and lesson plans, with clear objectives. - The teaching assistants follow the plan and structure of the intervention closely. - Assessments are used to identify appropriate pupils, guide areas for focus, and track pupil progress. - Connections are made between the out-of-class learning in the intervention and the classroom learning.	
Leaders of Learning- new roles created for leaders in each phase, with teaching and learning responsibilities for improving outcomes and progress for the disadvantaged children. Deputy Head role created with a remit for standards.	Regular phase meetings to discuss progress in class and interventions to appraise the quality of provision and its impact is proven to improve outcomes. -<i>DfE Research Report (2018)</i> The EEF (2022) says, 'School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.'	1,2,3,4

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

Budgeted cost: £51,730

Activity	Evidence that supports this approach	Challenge number(s) addressed



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Continue to provide a range of SaLT interventions which are evidence-based, both tier 2 tier 3. SaLT therapist to train teachers on best wave 1 techniques in class to support language acquisition.	Research from the Sutton Trust has shown that good teaching in the classroom has the greatest impact on student outcomes. Therefore we aim to enhance our universal offer in the classroom as priority, whilst identifying those in need of tier 2 or 3 support.		1,2,3,4																									
Pre and post-school boosters and clubs delivered by teachers and HLTAs to target specific gaps in reading, grammar and maths.	The EEF (June 2021) found that children could make 5 months progress from receipt of targeted subject-related interventions (wave 2) from trained staff. Year 6 in 2023 at Essendine made accelerated progress from the previous year due to interventions and boosters: <table><tr><th colspan="2">Y5 2022</th><th colspan="3">Y6 2023</th></tr><tr><th>ALL</th><th>DIS</th><th>ALL</th><th>DIS</th><th>NAT</th></tr><tr><td>62%</td><td>64%</td><td>86%</td><td>86%</td><td>73%</td></tr><tr><td>60%</td><td>59%</td><td>79%</td><td>75%</td><td>71%</td></tr><tr><td>77%</td><td>73%</td><td>88%</td><td>86%</td><td>73%</td></tr></table> Summer schools have a positive impact on average (three months' additional progress), but are expensive to implement. -EEF A reduced timeframe (3 days) will reduce cost through the Easter period.	Y5 2022		Y6 2023			ALL	DIS	ALL	DIS	NAT	62%	64%	86%	86%	73%	60%	59%	79%	75%	71%	77%	73%	88%	86%	73%		1,2,3,4
Y5 2022		Y6 2023																										
ALL	DIS	ALL	DIS	NAT																								
62%	64%	86%	86%	73%																								
60%	59%	79%	75%	71%																								
77%	73%	88%	86%	73%																								
SENCO, Assistant SENCO and Deputy Head to oversee intervention timetable implementation and review, which inform termly pupil progress meetings.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are		1,2,3,4																									



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	<i>only observed when TAs work in structured settings with high quality support and training. -EEF</i>	
Reduced class sizes in Year 2 to 2x18 in each class, with intervention group in the mornings of 6 children to further increase teacher impact. To be reviewed each half term for impact.	The EEF (June 2021) found that children could make 5 months progress from receipt of targeted subject-related interventions (wave 2) from trained staff. Reduced class size leads to up to +2 progress, according to the EEF. Low attaining pupils particularly benefit from small group tuition. <i>-EEF Teaching and Learning Toolkit</i> Phonics interventions for those who still need it should accelerate progress by +5 (EEF)	1,2,3,4
Additional adult in Year 3 to support across the classroom.	Wave 1 Quality first teaching has been proven by Sutton Trust to have the greatest impact on student outcomes. TA to support with wave 1 universal support in the classroom with identified pupils.	1,2,3,4
Diagnostic baseline assessments across school to inform specific tier 1,2 and 3 support to be conducted in the first 2 weeks of term.	Interventions based on accurate assessment enable teachers to target specific needs more effectively for greater impact. The EEF's SEND guidance for PP says, <i>'Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.'</i>	1,2,3,4
Purchase Speech and Language assessment tools recommended by the Communication Trust to assist in assigning interventions for S&L.	Accurate use of assessment which is linked to classroom content as well as understanding the learning gaps is the recommended best practice for implementing interventions <i>-EEF teaching-learning-toolkit 2023</i>	1,2,3,4
Continuing to implement and review programmes such as Lexia and Century to offer personalised support to our identified pupils.	Internal data showed interventions using Lexia accelerated progress leading to greater attainment at end of year assessments, particularly in SATs:	1,2,3,4



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	ALL	DIS	NAT		
	86%	86%	73%		
	79%	75%	71%		
	88%	86%	73%		

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

Budgeted cost: £113,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scheduled weekly parent coffee mornings, where a variety of themes are covered across the year, such as: -supporting your child in reading/maths/spelling; -what we do in the curriculum; -how to effectively manage behaviour at home.	Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. - <i>EEF</i> Though tricky to implement, these workshops can have a legacy- ' <i>There is some evidence that supporting parents with their first child will have benefits for siblings.</i> '- <i>EEF</i>	1,2,3,4,5
Music therapy sessions to encourage vulnerable pupils and SEND pupils to reach their personalised targets.	Music therapy is designed to support children who are experiencing external barriers such as domestic violence, temporary housing, attendance etc. See next point relating to cultural capital.	1,2,3,4
Cultural capital is built throughout the curriculum and is promoted through fieldwork opportunities.	OFSTED's 'golden thread' is described as <i>the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</i>	1,2,3,4



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Heavily subsidised breakfast club provision and after school clubs for all.	Children invited to Breakfast club who were persistently late (and received a specific invitation) improved punctuality, as well as presenting more focused learning behaviours in morning sessions. Through access to clubs after school, children are able to learn transferrable skills which promotes cultural capital.	5
Counselling support for children through Meaningful Minds to support children's wellbeing. Continued training and establishment of Peer Mediators to assist on the playground.	<i>The children and member of staff describe how children relate better and are more able to resolve minor conflicts. There are also benefits to wider school ethos and to the communication skills of the pupils. Children and young people can be more comfortable talking to someone their own age who understands their concerns and their perspective. Pupils learn to listen to others' points of view and to accept differences.</i> -Education Scotland	1,2,3,4,5
Specialist French teacher to deliver MFL on Mondays, relieving staff to plan SEND and PP provision, as well as improving the MFL contribution to cultural capital		1,2,3,4
Heavily subsidised trips, workshops and visits to promote cultural capital: -Artists in Residence -Unloc entrepreneurship workshops -Change Your Tune radio workshops	Through observation the children were able to use the language, skills and knowledge from the workshops to better access lessons in the curriculum. The sessions were all linked to the curriculum, thus promoting incidental learning opportunities.	1,2,3,4
Welfare team in place to support and target disadvantaged families and bring attendance across the school up to 96%.	Since the establishment of the welfare team, attendance has stabilised over the year and has slowly begun to improve.	5

Total budgeted cost: £190,541



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y6 2022-2023	Essendine Disadvantaged	National outcomes for 'all'
% reaching age related expectations in Reading, Writing and Maths	81%	59%
% meeting standard or above in reading	86%	73%
% meeting standard or above in writing	76%	71%
% meeting standard or above in maths	90%	73%
Y2 2022-2023	Essendine Disadvantaged pupils	National outcomes for 'all'
% reaching age related expectations in Reading, Writing and Maths	44%	56%
% meeting standard or above in reading	73%	73%
% meeting standard or above in writing	60%	71%
% meeting standard or above in maths	67%	73%



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Y1 2022-2023	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	69%	63%
% meeting standard or above in reading	69%	63%
% meeting standard or above in writing	69%	63%
% meeting standard or above in maths	75%	68%
Y3 2022-2023	Essendine Disadvantaged pupils	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	71%	52%
% meeting standard or above in reading	83%	67%
% meeting standard or above in writing	71%	59%
% meeting standard or above in maths	77%	67%
Y4 2022-2023	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	61%	84%
% meeting standard or above in reading	78%	90%



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% meeting standard or above in writing	65%	90%
% meeting standard or above in maths	78%	90%
Y5 2022-2023	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	57%	77%
% meeting standard or above in reading	73%	87%
% meeting standard or above in writing	63%	80%
% meeting standard or above in maths	68%	87%
EYFS 2022-2023	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting GLD	81%	88%
% meeting GLD in reading	80%	60%
% meeting GLD in writing	80%	60%
% meeting GLD in maths	80%	80%