



Pupil Premium Grant Review: 2024 – 2025

Essendine has been allocated additional funding through the Pupil Premium. This report outlines what the pupil premium is and how it has been used to support pupils here. We hope you will find the following information useful and informative.

The Pupil Premium- FAQs:

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition, an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

How do we identify pupils at our school?

At Essendine, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Essendine we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:



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- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

How do we provide for our pupils?

The attainment of disadvantaged pupils can be raised through a variety of interventions. At Essendine the following range of provision has been identified for this range of pupils:

- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities
- Offering alternative support and interventions

Accountability

The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.



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The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school. This report shows how the Pupil Premium has been used during the academic year 2022-23 and includes information about the attainment of pupils at our school.



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School Name Pupil Premium Profile	ESSENDINE PRIMARY SCHOOL
Total number of pupils in the school 2023-24(Rec to Y6)	262 / 259
Total % of PP eligible pupils	45% / 50%
Amount per pupil	£1,480 / £1, 343
Total pupil premium budget 2023 - 2024	£174,640

Pupil Premium Grant Expenditure 2022 - 2023	
Area of Focus	Total Cost
Teaching	£18,999
Targeted academic support	£51,730
Wider strategies	£103,911
TOTAL SPEND	£174,960

Evidence of School performance	
Key statements from most recent Ofsted report relating to the performance of disadvantaged pupils	In the most recent (March 2023) inspection, the following was observed: • Leaders are ambitious for all pupils to learn to read and develop a love of reading early on. Staff have been well trained to deliver the phonics programme with accuracy and precision. Leaders quickly identify those who are falling behind and ensure effective support is in place to help them to catch up. The curriculum is designed to ensure all pupils revisit and practise sounds daily, with books that are well matched to the sounds they know. This helps pupils to learn to read with increasing fluency and confidence. • Pupils with special educational needs and/or disabilities (SEND) are identified early on. Lots of thought is given to how pupils are supported so that, wherever possible, they access the same curriculum as their peers.
Summary of school's performance data	In phonics, 88% of disadvantaged children achieved the pass mark – equal to non-disadvantaged.



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	At the end of KS1, 63% of disadvantaged children achieved age-related expectations for reading, writing and maths combined. This is slightly better than non-disadvantaged children: 54%. Analysis of internal data shows that disadvantaged children made progress in reading, writing and maths that is consistent with progress data for non-disadvantaged children. At the end of KS2, 81% of disadvantaged children achieved age-related expectations for reading, writing, SPaG and maths combined. 33% of disadvantaged children achieved GDS in reading, writing, SPaG and maths combined. These figures are significantly above national averages.
Summary of children's access to enrichment	An equivalent or greater proportion of disadvantaged children have accessed the after school clubs. All children have accessed at least two additional enrichment activities per term outside of their curriculum offer. This includes sporting activities, the arts and engagement with representatives from different sectors of industry including architects, chefs / hospitality, authors etc.
Schools pupil premium statement (strategy from 2024-2025)	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. -taken from PPG strategic plan 2024-2025

Self-evaluation - provision and impact

Focus	PPG information robustly and rigorously identifies pupils' attainment and tracks theirs and others progress through the school, identifying trends and focus areas for further development. The pupil premium strategy clearly identifies actions taken by the school to raise outcomes for disadvantaged pupils and clearly articulates why this has been targeted and is subdivided into the following categories: • Quality of teaching for all • Targeted support
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Self-evaluation - provision and impact	
	• Welfare • Wellbeing
Barriers	Barriers faced by disadvantaged pupils at Essendine: - Lack of preschool and quality early years provision; - Need for heavily scaffolded learning well supported by teachers and appropriate resources - Limited access to ongoing enrichment experiences; - A high degree (14% of the school) has SEN needs, with 8% on EHCPs; - English as an additional language creating complex learning needs - High level of children identified with complex welfare needs, e.g., young carers - High levels of underdeveloped language skills impeding children's access to the curriculum and independent learning strategies; - Attainment in the disadvantaged groups is lower than the non-disadvantaged groups, particularly at greater depth; - Attendance of the group disadvantaged is persistently below non-disadvantaged pupils.
Provision	Leadership have reviewed their disadvantaged pupils' learning in school, using a range of methods to triangulate their understanding. For example, observed behaviours in class and around the school are reviewed against outcomes in books. This has led to the following: - Action plans have been in place to target persistent absenteeism and a Welfare Officer has been employed. Breakfast Club targets persistent lates; - Early Years have provided more adult focused activities to support aspects of communication and language particularly targeted enrichment activities to broaden experiences; - Structured approaches to the teaching of reading, writing and mathematics in school that are scaffolded appropriate to age and progress; - An increase in parental engagement activities such as coffee mornings and reading mornings to involve parents and improve their understanding of the curriculum to enable them to support at home; - Targeted waves of interventions with pre and post assessment, including checks to ensure gains have been maintained, e.g. concept mapping and recall questioning; - Early identification and subsequent monitoring through the use of screening and audit tools; - Embedding of targeted SALT interventions across school e.g. Wellcomm, Box Clever and Colourful Semantics; - Ambitious targets developed according to more specific cohorts for example, pupil premium children targeted at attaining greater depth in reading and writing; - Regular pupil progress meetings which identify benchmarked groups and specific targets for interventions.
Desired outcomes	- Improved engagement of disadvantaged pupils and raised attainment, in particular at greater depth by the end of KS2 for this group; - Similar data outcomes between disadvantaged and non in attainment and progress; - Access to a broad range of cultural experiences to boost cultural capital;



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Self-evaluation - provision and impact	
Success criteria / Impact measures	- a minimum attendance of 96% for all, in particular the disadvantaged.
Actions Leaders have taken	They have: - Embedded an assessment and tracking system that is accessible for all teaching staff in the form of CPOMs; - Embedded an inclusion team, responsible for improving attendance and overseeing interventions timetabling; - Identified disadvantaged pupils more accurately through pupil progress meetings and pupil profiles; - Introduced penalty notices for latecomers to challenge persistent lateness; - Embedded the curricular provision of age-appropriate texts and the implementation of English and reading; - Incorporated additional gap analysis and moderation meetings for all year groups across the Federation, as well as cluster moderations for each year group across the borough; - Raised the accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all, but specifically for disadvantaged pupils with their phase; - Continued to develop Quality First Teaching as wave 1 provision (universal) and wave 2 (targeted approach) support to meet the needs of disadvantaged pupils; - Regular communication and accountability against robust target setting; - Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly; - Teachers of piano/violin classes come in weekly; - Additional interventions targeting disadvantaged pupils in key year groups by senior leaders; - Strategic action plans created in each subject to address the welfare needs which impact on learning of disadvantaged pupils; - Increased attendance and reduced absence/persistent absenteeism reported to governors each term; - Senior leaders and key staff members have sought additional trips and enrichment opportunities targeting disadvantaged pupils; - English lead used reliable baseline assessments to roll out targeted interventions such as Lexia and maths lead utilised Century Tech to support interventions in maths; - Senior leaders increased parental engagement with weekly coffee mornings, working in partnership with support networks within the borough; - Increased focus on the provision of high-quality texts in reading which link to the wider curriculum, supporting incidental learning and connections across the curriculum; - Easter school and invitation-only after school SATs booters for targeted individuals in specific needs-based groups; - Expanded breakfast club continuing in its provision;



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Self-evaluation - provision and impact	
	- The implementation of after-school provision available at a reduced cost.
Leadership self-evaluation	-Leaders have analysed the outcomes for disadvantaged pupils across the school and analysed where the gaps are and what may be support in closing them. Cultural capital has been a big focus, ensuring children make meaningful connections to their learning and back this up through quality enrichment activities. -Adaptations have been made to the English curriculum for reading to provide opportunity to access high quality texts in whole class reading and develop comprehension skills. The reading intervention team targets disadvantaged pupils with a wide range of evidence-based interventions and report to senior leaders. -Continued regular SLT-supported pupil progress meetings support class teachers analyse and interpret assessment data, enabling them to identify key actions to target groups and individuals. -Through the monitoring structure and plan, do, review, leaders utilise the individual learning plans for those with identified need to create personalised learning plans to ensure progress towards personal targets. -Leaders have created strong lines of communication with subject leaders. This is through a triangulated structure of planning review, lesson observations, book look and pupil voice. Targeted support by senior leaders has continued across planning and intent documentation. The use of the frameworks in core subjects enables a consistent approach to the teaching and learning of disadvantaged pupils. -Increased wider curriculum provision has given all children access to a broad range of experiences, particularly important for the disadvantaged, who studies show are often less likely to access these activities.
What has been the impact	- Trips have been organised across all year groups throughout the year which connect to the learning in the curriculum, promoting cultural capital. Evidence of the impact is seen in the children's work, particularly topic and English books and through pupil voice, where children connect their units of work through recall and writing. -Outcomes for end of key stage assessments are on page 10. These are very similar to local schools of similar context and national outcomes or higher. -Outcomes for other year groups are on page 11. -Internal data for all year groups over time is on pages 12 – 13. -In general, the outcomes for disadvantaged compared to the non are broadly similar in every year group. This illustrates the success of timely and evidence-led interventions alongside quality first teaching. The biggest gap evident is Year 1, where particularly at combined, there is a large disparity between the disadvantaged and non. However, the gap has been reduced in writing with greater progress reported for the disadvantaged. Through accurate identification of benchmarked groups through pupil progress review meetings further interventions to boost combined attainment will continue to reduce the gap. Monitoring of the consistency of interventions in Year 1 will be a focus for 2025-26.



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Y6 2024-2025	Essendine Disadvantaged	National outcomes for 'all'
% reaching age related expectations in Reading, Writing and Maths	81%	62%
% meeting standard or above in reading	100%	75%
% meeting standard or above in writing	81%	72%
% meeting standard or above in maths	90%	73%
Y2 2024-2025	Essendine Disadvantaged pupils	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	63%	54%
% meeting standard or above in reading	63%	62%
% meeting standard or above in writing	63%	54%
% meeting standard or above in maths	69%	62%



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Y1 2024-2025	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	39%	67%
% meeting standard or above in reading	50%	78%
% meeting standard or above in writing	44%	67%
% meeting standard or above in maths	39%	89%
Y3 2024-25	Essendine Disadvantaged pupils	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	50%	50%
% meeting standard or above in reading	69%	56%
% meeting standard or above in writing	56%	57%
% meeting standard or above in maths	69%	64%
Y4 2024-25	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	53%	56%
% meeting standard or above in reading	59%	61%
% meeting standard or above in writing	53%	61%



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% meeting standard or above in maths	65%	61%
Y5 2024-2025	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	73%	65%
% meeting standard or above in reading	80%	81%
% meeting standard or above in writing	73%	65%
% meeting standard or above in maths	73%	77%
EYFS 2024-2025	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting GLD in reading	72%	75%
% meeting GLD in writing	66%	63%
% meeting GLD in maths	93%	87%



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Current Y6

	EYFS 2019			Y2 2021		Y3 2022		Y4 2023		Y5 2024		Y6 2025			Y6 2025 Progress	
	ALL	DIS	NAT	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	NAT	ALL	DIS
Reading	74%	75%	76%	62%	38%	54%	35%	85%	77%	79%	73%	98%	100%	75%	100%	100%
Writing	74%	75%	74%	43%	23%	37%	18%	74%	54%	81%	71%	86%	81%	72%	100%	100%
Mathematics	74%	75%	79%	54%	38%	63%	41%	93%	92%	81%	73%	95%	90%	73%	100%	100%

Current Y5

	Y1 2021		Y2 2022		Y3 2023		Y4 2024		Y5 2025		Y5 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	62%	38%	54%	35%	85%	77%	75%	80%	81%	80%	90%	87%
Writing	43%	23%	37%	18%	74%	54%	73%	73%	68%	73%	81%	87%
Mathematics	54%	38%	63%	41%	93%	92%	68%	73%	76%	73%	95%	93%

Current Y4

	EYFS 2021		Y1 2022		Y2 2023		Y3 2024		Y4 2025		Y4 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	60%	60%	60%	53%	89%	90%	56%	59%	60%	59%	84%	88%
Writing	53%	60%	50%	41%	86%	70%	47%	53%	57%	53%	84%	88%
Mathematics	40%	40%	55%	53%	85.2%	80%	56%	65%	63%	65%	91%	94%



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Current Y3

	EYFS 2022		Y1 2023		Y1 2022		Y2 2024		Y3 2025		Y3 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	67%	75%	60%	53%	68%	69%	67%	73%	67%	69%	89%	79%
Writing	67%	75%	55%	51.6%	69%	64%	57%	67%	57%	56%	86%	71%
Mathematics	67%	75%	56%	51.6%	66%	50%	70%	73%	67%	69%	86%	79%

Current Y2

	EYFS 2023		Y1 2024		Y2 2025		Y2 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	52%	65%	65%	69%	62%	63%	75%	75%
Writing	52%	65%	59%	69%	59%	63%	75%	75%
Mathematics	61%	68%	78%	92%	66%	69%	79%	81%

Current Y1

	EYFS 2024		Y1 2025		Y1 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS
Reading	52%	65%	59%	50%	88%	83%
Writing	52%	65%	52%	44%	77%	78%
Mathematics	61%	68%	56%	39%	77%	67%