



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Essendine Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	42.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	Termly in December 2022, March 2023 & July 2023
Statement authorised by	Aaron Sumner Executive Headteacher
Pupil premium lead	Lisa Mafrica Head of School
Governor / Trustee lead	Full Governing Board



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,670
Recovery premium funding allocation this academic year	£22,356 (£145 p/pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£219,026



Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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:

- 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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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.

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



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

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 indicates under developed 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 language as well as English. Furthermore, 32% of disadvantaged pupils are categorised as 'below targets' in Writing. This is also a pattern identified in reading age baselines which assess children's ability to read words in context.
2	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Teacher assessments and national assessments indicate that attainment gaps between disadvantaged pupils and non-disadvantaged pupils are particularly identified in the year groups KS1,3 and 5. These cohorts have been the most impacted by COVID (EEF, 2020, 2021), (OECD, 2020) the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf (oecd.org)
3	Teacher assessments and national assessments indicate that progress gaps between disadvantaged pupils and non-disadvantaged pupils is particularly identified in writing across the school. This includes greater depth-in particular our KS1,3s and 5s.
4	High attainment in phonics for the group disadvantaged does not translate into high reading attainment in KS1, year 3 and 4 without intervention. Baseline reading age assessments, half termly content domain-based reading assessments,



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

	reading record monitoring and discussions with pupils suggest disadvantaged pupils have greater difficulties in reading comprehension than their peers and read less widely. This also impacts on greater depth in writing.
5	Historically, attendance of the group disadvantaged had been persistently below non-disadvantaged. Effective action planning and employment of the new welfare officer will ensure this is above national. The welfare officer will work with external agencies (e.g. Early Help, Family Lives, School Inclusion Program) for predominantly the disadvantaged families to improved attendance of the group overall.



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

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
1	Improved vocabulary and language skills of disadvantaged pupils	- Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention, triangulated with observations of teachers, book scrutiny and formative assessment. - Reading and writing outcomes of disadvantaged pupils for 2022 2023 are above the floor standard and in line with identified year group targets.



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

2	The Gap between disadvantaged and non-disadvantaged pupils is significantly reduced in KS1, Year 3 and Year 5.	- Book scrutiny and moderations internally and externally identify little difference in outcomes between the groups. - Autumn and Spring term outcomes show accelerated progress for the group disadvantaged in Year 2, 3 and 5. - Outcomes for disadvantaged pupils shows that there is <10% gap in KS1 and <5% gap by the end of Year 5 across all subjects.
---	--	--



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

3	Improved writing attainment, including attainment at greater depth, for disadvantaged pupils in KS1 and KS2.	- The difference between disadvantaged and non-disadvantaged pupils' attainment in writing is less than 10% in Y1-3, < 5% in Year 4 and 5 by Summer 2023 and non-existent in Year 6. - Disadvantaged pupils' end of Key Stage 2 attainment is in line with national 'other'. - All disadvantaged pupils who show depth at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of children making accelerated progress across the key stages to attain GDS in Year 6. Target GD:40%
4	Improve reading outcomes for the group disadvantaged in Year 1 and 2, 3 and Year 5.	- Disadvantaged pupils who achieve phonics in Year 1 achieve the expected standard in Year 2. - Disadvantaged pupils who achieved GLD at EYFS achieve at least expected in Year 2. - Disadvantaged pupils in KS2 who achieved GLD at KS1 make the transition to greater depth with a proportion of children making accelerated progress.



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

5	A minimum attendance of 96% for all pupils, particularly the disadvantaged pupils is maintained.	There is sustained high attendance for 2022 2023 demonstrated by: - Increased parental engagement for identified disadvantaged cultural groups (for example attendance at parent meetings) - Overall attendance for the group disadvantaged is >96% and there is no gap between disadvantaged and non-disadvantaged pupils - The percentage of persistently absent disadvantaged pupils is below
---	--	--



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

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 (CPD, recruitment and retention)

Budgeted cost: £62,583.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an 'Intervention and Inclusion team' requires non-class-based time for 1 lead with responsibility for overseeing effective and timely delivery of evidence-based interventions, including SaLT. This individual is accountable for the attainment and progress of disadvantaged pupils in receipt of targeted intervention.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff. Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support. Where targeted TA intervention for multiplication recall was overseen by the phase leader, children made rapid progress and achieved high scores on the MTC, particularly disadvantaged prior low attainers.	1, 2, 3, 4



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Funding release time for teachers to participate in pupil progress meetings which provide advice and CPD on the best interventions to meet individual and collective pupils' needs. These meetings involve the Inclusion and Interventions Team, AHT's and HOS who share individual targets, end of previous year outcomes and gap information to plan interventions with teachers and timetable targeted interventions with trained teaching assistants. These will be overseen by the interventions team and class teachers and phase leaders. This review is repeated each term with ongoing monitoring and support for teachers and teaching assistants by the interventions team.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support. EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.	1, 2, 3 ,4.
Participation by KS1 staff in CPD through the support of the Federation and supporting colleagues to make similar improvements across KS1. Funding will be provided to meet the goals of this training and provide release time.	Observations of teachers involved in this partnership work with other teachers last year have shown significant improvement in the quality of teaching and learning. Specific strategies taught were evident in the Year 6 SATs papers of children in this class.	1, 2
Employ an additional SEN TA to work with low prior attainers in Key Stage 1 through boosters and targeted intervention during the school day.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.	2, 3, 4,
English lead role with specific teaching and learning responsibilities for the outcomes of disadvantaged pupils in English across the school. Working in partnership with English lead at Hallfield	An extensive and diagnostic review of the teaching of writing and gaps for children has been undertaken. This identified areas for development in teaching and learning that require a specialist for support. Ofsted	1,2,3,4



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

school and receive time to offer support and guidance as well as develop their own specialism.	guidance on subject leadership shows the importance of implementation and impact measures and the CPD for teachers.	
Professional development meetings, Federation working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders (including writing lead). For example, focusing across the partnership on a shared focus area of improving writing outcomes, particularly for disadvantaged pupils and for greater depth. Funding will be allocated for release time of subject leaders, moderator training and teacher CPD across the partnership to implement and monitor improvements to the teaching of writing. Allocating time to teachers across the Federation to conduct gap analysis and moderation facilitated by externally trained partnership moderators will also be funded.	Ofsted research (summary 2019) shows the importance of long-term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and ‘the same knowledge and cultural capital they need to succeed in life’ Quality first teaching was found by the Sutton Trust to have the highest impact on children’s outcomes.	1, 2, 3, 4,



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Targeted academic support (targeted teaching, one-to-one support structured interventions)

Budgeted cost: £87,942.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups. Fund training for new staff and additional current staff to deliver evidence-based speech and language therapies.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support and our universal speech and language offer. Pre and post assessments of SaLT interventions show progress made by children in receipt of these interventions and gains maintained.	1, 2, 3, 4
Creating small class groups for targeting children in Year 6, through an additional teacher in the mornings (AHT) in English and Maths.	EEF lists the following intervention impacts as: • Reducing class size as +2 • Mastery learning +5 • Metacognition and self-regulation +7	1, 2, 3, 4,
Maintaining small class sizes across Y1 and Y2 to support targeted teaching/small group tuition,	EEF lists the following intervention impacts as:	1, 2, 3, 4



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

implement additional phonics interventions, implement additional reading comprehension strategies, make efficient use of maths mastery focused interventions. Support of a HLTA across KS1. Support of a TA in Year 2 – 2 days a week.	- Reducing class size as +2 - Mastery learning +5 - Metacognition and self-regulation +7 - Phonics interventions +5	
Interventions to support targeted PPG pupils from Y1 to Y6 based on baseline assessments conducted in the first 2 weeks back in school and termly assessments	Adopted reading interventions and other evidence based English interventions have had a proven impact on narrowing the gap and accelerated progress (FFT, BRP, toe by toe) seen in pre and post assessments and in the classroom. EEF impact for: reading comprehension strategies is +6 months phonics interventions is +5 months	1, 2, 3, 4
After school boosters and Easter School delivered by teachers for Year 6 children to target specific gaps in reading and maths.	Boosters across 2021 2022 accelerated progress for children in Year 6 affected by COVID leading to above national outcomes in reading and maths. EEF (2021) indicates the impact of targeted intervention in small groups by trained staff.	2, 3
Dedicated Deputy Senco, TA and AHT, particularly focusing on LKS2, for delivering interventions based on early and continuous assessment, which target children for established and proven interventions.	<u>EEF lists the following intervention impacts as:</u> - Reducing class size as +2 - Mastery learning +5 - Metacognition and self-regulation +7	1, 2, 3, 4



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Including: ➤ 5minute box ➤ Talk boost ➤ Narrative speech and language boosts ➤ Homework club after school ➤ Century across the school	• Phonics interventions +5 • Reading comprehension strategies +6 • Small group tuition +4	
Parental engagement embedded across the whole school to target parents in key disadvantaged cultural groups.	Internal data shows that certain year groups are not making expected or accelerated progress – particularly at KS1 and lower KS2 and Year 5. Feedback from teachers, monitoring of reading records and discussions with pupils is that children in these groups are not completing homework or reading at home. This impacts retention of learning.	2, 3, 4
Purchasing online programs to support interventions, target learning at home and progress. Such as Lexia, Widgit and Century.	Internal data last year showed parents and children benefited from Century and it was a useful tool to support preparation for SATs and closing the gaps.	



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £69,097.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining enrichment opportunities across the school, including through Children's University with the creation of an enrichment lead role. Additional activities funded such as Trips, Music lessons, instrumental lessons and after school clubs run by staff funded 50% through PPG.	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1, 2, 3 ,4
Welfare team in place to target disadvantaged families to improve or maintain attendance and punctuality above national average of 96%	The welfare team raised attendance of disadvantaged pupils through engagement with wider agencies and robust action planning to maintain good attendance for this group compared to historical attendance. This is best maintained through the continued actions of the welfare team.	5
Heavily subsidised trips and visits workshops and performances. Proactive seeking of funding and free / low-cost opportunities.	Our pupils need a context for learning and a stimulus to trigger their interest.	1, 2, 3, 4
Pupils have access to therapeutic services- such as Music Therapy and a designated family support team in school.	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.	1, 3, 5,
Heavily subsidised breakfast and after school clubs	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum.	1, 2, 3, 5



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

	A heavily subsidised breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.	
Intervention and welfare team to have an overview of behaviour with AHT dedicating specific time to reviewing incidents and proactive actions.	Working in previous years with Men of the Future Program identified the importance of monitoring behaviour patterns with different lenses. In addition, the new guidance on the behaviour policy tackles new areas that require dedicated attention. Low level behaviour is known to impact on outcomes for all children. Behaviour interventions are found to have +4 month impact on outcomes for children.	3, 5,
Counselling support for children- use of Meaningful Minds to support children's wellbeing. Establishment of Playground Mediators to support children develop social and getting along skills.	Work in the previous years has had an great impact our on behaviours for learning and in reducing behaviour incidents.	

Total budgeted cost: £219,026 (including Recovery premium spending)



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Part B: Review of outcomes in the previous academic year

Due to COVID, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems.

Y6 2021-2022	Essendine Disadvantaged	National Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	70%	TBC%
% meeting standard or above in reading	77%	TBC %
% meeting standard or above in writing	70%	TBC %
% meeting standard or above in maths	70%	TBC %
Y2 2021-2012	Essendine Disadvantaged	National Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	64%	TBC%
% meeting standard or above in reading	79%	TBC%
% meeting standard or above in writing	79%	TBC%
% meeting standard or above in maths	79%	TBC%
Y1 2021-2012	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting standard or above in reading	55%	56%
% meeting standard or above in writing	55%	50%
% meeting standard or above in maths	55%	65%



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

Y3 2021-2012	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting standard or above in reading	78%	95%
% meeting standard or above in writing	65%	84%
% meeting standard or above in maths	78%	90%
Y4 2021-2012	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting standard or above in reading	70%	79%
% meeting standard or above in writing	63%	79%
% meeting standard or above in maths	63%	92%
Y5 2021-2012	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting standard or above in reading	79%	90%
% meeting standard or above in writing	71%	80%
% meeting standard or above in maths	75%	90%
EYFS 2021-2012	Essendine Disadvantaged	National Non-disadvantaged
% meeting GLD	54% overall	65.2%



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

This year 22/23	When in Rec-GLD	When in YR 1	When in Yr 2	When in Yr 3	When in Yr 4	When in Yr 5	Yr 6 SATS
Yr 1	GLD: 54%						
Yr 2	GLD: 42% Lockdown in Spring. When in nursery-summer lockdown	Reading: EXP: 56% GD: 21% Writing: EXP: 51% GD:16% Maths: EXP: 62% GD:29%					
Yr 3	GLD: 71%?Spring data-Covid. Lockdown in Summer	Reading: EXP: 71% GD: 18% Writing: EXP: 53% GD:14% Maths: EXP: 66% GD:18% (Covid lockdown in Spring)	Reading: EXP: 74% GD: 9% Writing: EXP: 74% GD:7% Maths: EXP: 77% GD:9%				
Yr 4	GLD: 70%	Reading: EXP: 71% GD: 18% Writing: EXP: 53% GD:14% Maths: EXP: 66% GD:18%	Reading: EXP: 93% GD: 30% Writing: EXP: 81% GD:21%	Reading: EXP: 86% GD: 24% Writing: EXP: 74% GD:19%			



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

			Maths: EXP: 86% GD:23%	Maths: EXP: 83% GD:21%			
Yr 5	GLD:70%	Reading: EXP:71 % GD: 21% Writing: EXP: 64% GD:16% Maths: EXP: 78% GD:17%	Reading: EXP:93 % GD: 30% Writing: EXP: 81% GD:21% Maths: EXP: 86% GD:23%	Reading: EXP:73 % GD: 30% Writing: EXP: 61% GD:26% Maths: EXP: 71% GD:24%	Reading: EXP:74 % GD: 22% Writing: EXP: 71% GD:22% Maths: EXP: 77% GD:28%		
Yr 6	GLD: 76%	Reading: EXP:75% GD: 34% Writing: EXP: 75% GD:30% Maths: EXP:77% GD:32%	Reading: EXP:79% GD: 35% Writing: EXP: 79% GD:31% Maths: EXP:83% GD:31%	Reading: EXP:73% GD: 30% Writing: EXP: 61% GD:26% Maths: EXP:71% GD:24%	Reading: EXP:80 % GD: 33% Writing: EXP: 78% GD:24% Maths: EXP:80 % GD:36%	Reading: EXP:84 % GD: 33% Writing: EXP: 75% GD:32% Maths: EXP:82% GD:32%	
2021 2022 Yr 6 OLD DATA	GLD: 75%	Reading: EXP: 72% GD: 30% Writing: EXP: 75% GD:26% Maths: EXP: 72% GD:26%	Reading: EXP: 77% GD: 34% Writing: EXP: 78% GD:29% Maths: EXP: 81% GD:40%	Reading: EXP: 77% GD: 37% Writing: EXP: 77% GD:30% Maths: EXP: 79% GD:33%	Reading: EXP: 80%GD: 33% Writing: EXP:78% GD:24% Maths: EXP: 80% GD:36%	Reading: EXP: 70% GD:33% Writing: EXP: 74% GD:21% Maths: EXP: 72% GD:23%	Reading: EXP: 81% GD:16% Writing: EXP: 77% GD:24%



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan: 2022 – 2023

							Maths: EXP: 81% GD:41% SPAG: EXP: 83% GD: 40%
--	--	--	--	--	--	--	--

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Further information

Please also refer to our Education Endowment Funding Toolkit:

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)