



Essendine Primary School
Working Together, Growing Together

Pupil Premium Grant Strategic Plan 2024-25

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	262
Proportion (%) of pupil premium eligible pupils	118 children, 45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	Termly in December 2024, March and July 2025
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	£174,640
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>	£174,640



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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. This requires accelerated progress in our disadvantaged learners in order to match the attainment of their non-disadvantaged peers.
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, particularly in UKS2.
4	High attainment in phonics for the disadvantaged group does not translate into high reading attainment in KS1 without intervention. Data shows that disadvantaged make much slower progress than their non-disadvantaged peers until they reach KS2, where timely and regular interventions begin to impact upon accelerated progress.
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 88%, but is still below the national average attendance, and 2% below non-disadvantaged peers.



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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. • FDP targets oracy as a federation-wide strategy to improve the vocabulary and language skills of all, including disadvantaged pupils.
The gap between disadvantaged and non-disadvantaged pupils' attainment and progress is eradicated	• Progress and attainment across both disadvantaged and non show 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 KS1 • KS2 end of year assessment data shows no gaps between disadvantaged and non in the attainment of >EXS in reading, writing and combined.
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; • Disadvantaged group's attainment at greater depth by the end of UKS2 in writing, reading and combined to match the non-disadvantaged attainment.



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Improved reading and writing 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 2024's SATs results in KS2 (>50% GD for disadvantaged readers), consolidate the percentage of greater depth among the disadvantaged readers, aiming for another year at >50% at above age-related expectations.
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 2024-25, 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.

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: **£18,999**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding and strengthening the influence of the new Intervention and Inclusion team to:	-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.	1,2,3,4,5



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-oversee targeted intervention timetabling and its effective delivery; -promote parental engagement by offering coffee mornings weekly to improve attendance.	-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 EEF's <i>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>	
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. It is important to be prudent in the use of scaffolds (EEF 2023) to support learning. Universal provision must take the needs of all learners into account. Utilising prior knowledge remains a priority, as does raising the profile of metacognition (EEF, 2018) which supports accelerated and maintained progress.	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



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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). • 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.	1,2,3,4
Leader of Learning- new responsibility for two LoLs across the Federation with teaching and learning responsibilities for improving outcomes and progress for the disadvantaged children. Supported by SLT with standards monitored regularly.	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



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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										
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 6s in both 2023 and 2024 at Essendine made accelerated progress from the previous year due to interventions and boosters resulting in early 100% making progress upon the previous year: <table><tr><th colspan="2">Y6 2024 progress</th></tr><tr><th>ALL</th><th>DIS</th></tr><tr><td>100%</td><td>100%</td></tr><tr><td>98%</td><td>97%</td></tr><tr><td>98%</td><td>97%</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.	Y6 2024 progress		ALL	DIS	100%	100%	98%	97%	98%	97%	1,2,3,4
Y6 2024 progress												
ALL	DIS											
100%	100%											
98%	97%											
98%	97%											



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SENCO, Assistant SENCO and Deputy Head to oversee intervention timetable implementation and review, which inform termly pupil progress meetings.	<i>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 only observed when TAs work in structured settings with high quality support and training. -EEF</i>	1,2,3,4
Reduced class sizes in Year 4 to 18 in each class, with intervention group in the mornings to further increase teacher impact. To be reviewed each half term. Year 5 and 6 to be streamed in the mornings for maths, English and reading with the DHT taking a group.	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 adults to provide light touch targeted support across the classroom.	Wave 1 Quality first teaching has been proven by Sutton Trust to have the greatest impact on student outcomes. LSAs 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



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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: <table border="1" data-bbox="806 363 1075 563"> <thead> <tr> <th>ALL</th><th>DIS</th><th>NAT</th></tr> </thead> <tbody> <tr> <td>86%</td><td>86%</td><td>73%</td></tr> <tr> <td>79%</td><td>75%</td><td>71%</td></tr> <tr> <td>88%</td><td>86%</td><td>73%</td></tr> </tbody> </table>	ALL	DIS	NAT	86%	86%	73%	79%	75%	71%	88%	86%	73%	1,2,3,4
ALL	DIS	NAT												
86%	86%	73%												
79%	75%	71%												
88%	86%	73%												

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

Budgeted cost: **£103,911**

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. -EEF 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>-EEF	1,2,3,4,5
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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Free breakfast club provision and heavily subsidised after school clubs/wraparound care 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. Coram Family and Childcare's most recent Childcare Survey 2023, highlights the current gaps in wraparound childcare provision for primary school age children – with only one quarter of local authorities having sufficient provision for parents working full time with children aged 5-11 and over a quarter of local authorities not having a clear understanding of the provision in their area.	5
Continued training and establishment of Peer Mediators to assist on the playground. Working relationship with the charity Mind and the further development of Brain Buddies. Targeted behaviour support from the Ormiston Academies Trust.	<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. -Education Scotland</i>	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: £174, 640



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y6 2023-2024	Essendine Disadvantaged	National outcomes for 'all'
% reaching age related expectations in Reading, Writing and Maths	86.2%	87.5%
% meeting standard or above in reading	89.7%	87.5%
% meeting standard or above in writing	86.2%	87.5%
% meeting standard or above in maths	86.2%	87.5%
Y2 2023-2024	Essendine Disadvantaged pupils	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	66.7%	46.7%
% meeting standard or above in reading	73.3%	60%
% meeting standard or above in writing	66.7%	46.7%
% meeting standard or above in maths	73.3%	66.7%



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Y1 2023-2024	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	69.2%	46.7%
% meeting standard or above in reading	69.2%	53.3%
% meeting standard or above in writing	69.2%	46.7%
% meeting standard or above in maths	92.3%	60%
Y3 2023-2024	Essendine Disadvantaged pupils	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	52.9%	45%
% meeting standard or above in reading	58.8%	55%
% meeting standard or above in writing	52.9%	55%
% meeting standard or above in maths	64.7%	50%
Y4 2023-2024	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	73.3%	68%
% meeting standard or above in reading	80%	72%



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% meeting standard or above in writing	73.3%	72%
% meeting standard or above in maths	73.3%	80%
Y5 2023-2024	Essendine Disadvantaged	Essendine Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	59.1%	81%
% meeting standard or above in reading	72.7%	85.7%
% meeting standard or above in writing	72.7%	90.5%
% meeting standard or above in maths	72.7%	90.5%
EYFS 2023-2024	Essendine Disadvantaged	Essendine Non-disadvantaged
% meeting GLD	68%	62%



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Service pupil premium funding (optional)

The impact of that spending on service pupil premium eligible pupils
See attached Review (p18)



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PPG allocation for 2023-24		Total cost (If different)
Total pupils Rec to Y6	131 eligible	
TOTAL	£190,605	

1. Teaching (CPD/Retention)	Deduction	
Cover for CPD meets, pupil progress meetings and moderation (50%)	£3,000	
Leaders of Learning roles created	£4,500	£6,000
LoL cover days (2 per week HLTA cover)	£9,000	
Curriculum time cover (2 hours weekly, 39 weeks by HLTA)	£1,400	
French teacher once weekly to deliver MFL	£7,400	
Total	25300	

2. Targeted Support	Deduction
Booster classes across years 3,4,5 and 6 (20 hours weekly)	£26,400
Year 6 targeted interventions in English and maths (10 hours weekly)	£13,200
After school boosters (weekly 1 hour with teacher/HLTA for KS2 & KS1)	£3,000
Easter school staff (3 days for 1 teacher and 2 HLTAs)	£3,690
Purchase of programmes Lexia, Century	£5,330
Purchase of Speech and Language Tools from Wellcomm	£110
Total	£51,730

3. Wider Strategies	Deduction
Breakfast club staffing	£7,780
Children's University	£4,000
Music therapy	£6,000
Meaningful Minds-counselling support	£3,600
Playground mediators initiative and the Hub	£39,600
AHT cover (behaviour, assessment & interventions time)1 day p/wk	£5,131
Leader of Learning cover (1 day per week, x2 LoLs)	£9,000
Music- Josh Urban x2hours weekly	£3,120
Welfare Officer supporting families with attendance	£35,280



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Total	£113,511
Grand Total	£190,541