

1. Summary information					
<b>School</b>	Essendine Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	Total spend:	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	133	<b>Date for next internal review of this strategy</b>	Dec 18

2. Current attainment		
Key stage 2 outcomes 2017-18	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% reaching age related expectations in Reading, Writing and Maths</b>	<b>67%</b>	70%
<b>% meeting standard or above in reading</b>	<b>73%</b>	80%
<b>% meeting standard or above in writing</b>	<b>93%</b>	83%
<b>% meeting standard or above in maths</b>	<b>90%</b>	81%
Key Stage 1 outcomes 2017-18		
<b>% reaching age related expectations in Reading, Writing and Maths</b>	<b>75%</b>	69%

<b>% meeting standard or above in reading</b>	<b>75%</b>	79%
<b>% meeting expected standard in writing</b>	<b>75%</b>	73%
<b>% meeting standard or above in maths</b>	<b>75%</b>	79%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	PPG pupils did not make expected progress at the end of key stage 2 in reading
<b>B.</b>	The % of pupils achieving greater depth at the end of year 1 was lower than non-PPG pupils in reading and writing at the end of the year.
<b>C.</b>	The % of pupils achieving greater depth in reading at the end of year 3 was significantly lower than non-PPG pupils at the end of the year.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Limited access to wider life experiences and stimulation.
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### 4. Desired outcomes *(Desired outcomes and how they will be measured)*

#### Success criteria

<b>A.</b>	PPG pupils will make at least expected progress at the end of key stage 2 in reading.	
<b>B.</b>	The gap between PPG and non-PPG PPG pupils at the end of year 2 will be no greater than 10% at greater depth in reading and writing.	
<b>C.</b>	The % of PPG pupils in year 4 at GD will be in line with national other in reading	

D.		
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**5. Planned expenditure**

<b>Academic year</b>	<b>2018/2019</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A,B,C	Additional teaching staff employed in order to reduce class sizes in year 6	Smaller teacher led classes will provide effective universal provision for pupils and will enable targeted support for PP pupils.	Termly progress meetings	HT, DHT	Dec '18 March '19 July'19
	Deployment of dedicated HLTA to year 6 either to release teachers to provide intervention or carry out small group work themselves.  Additional TA deployed to year 6 to provide additional support for PPG pupils in English and Maths.	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure progress. Research indicates that it is most likely to be effective if it is targeted at pupils' specific needs can lead to an improvement of five additional months' progress over the course of a year. Any gaps which arise/ become evident will be swiftly closed so that pupils do not fall behind.	Half termly reviews of pupils and groups	HofS UKS2 phase leader	Dec '18 March '19 July'19

	Ongoing staff training relating to Reading, enquiry based learning, Prevent training	Research has shown that teacher CPD has been shown as a significant factor in improving outcomes. This has been borne out in our own setting. Improved teacher knowledge and expertise has improved outcomes for all pupils year on year.	Termly reviews as well as the performance management process.	CPD leader and SLT	Dec '18 March '19 July'19
	HofS to monitor teaching and learning and support where required.	The Sutton Trust EEF toolkit identifies the following as significantly improving children's progress: Feedback, collaborative learning, mastery learning and metacognition.  The DHT will support teachers to ensure that these techniques are consistently used in lessons across the school.	Termly reviews and data collection	HofS	Dec '18 March '19 July'19
	An enriched curriculum incorporating opportunities to learn and apply a wide range of vocabulary	Pupils need a context of learning within school as they do not have exposure to a language rich home environment.	Termly reviews and data collection		Dec '18 March '19 July'19
	Increased adult ratios in EYFS (1:9)	Increased adult ratios, while being immersed in a language rich environment has historically improved attainment and helped to significantly narrow on entry gaps and ensure pupils make good progress in future key stages.	Termly pupil progress meetings	EYFS lead Dht responsible for EYFS/KS1	Dec '18 March '19 July'19
<b>Total budgeted cost</b>					<b>£ 112,503</b>

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B,C</b>	Additional support for more able pupils to ensure extension and stretch – 1:3 Maths, Reading and Writing	Extension and stretch activities provided for more able	Monitoring on a termly basis through data collection	UKS2 Phase leader	Dec '18 March '19 July'19

<b>A</b>	Development of Beanstalk Reading – to include 6 readers	Research shows that paired reading is one of the most effective non Teacher Interventions. All pupils will be PP	Monitoring on a termly basis through data collection. Monitoring of Beanstalk Reading records.	PPG champion	Dec '18 March '19 July'19
<b>A,B,C</b>	Easter school	Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement.	Analysis of SATs results	HT and DHTs	July '18
<b>A,B</b>	SALT screening, support and staff training	Many of the pupils, who enter the school in Reception and have not attended our nursery, are low in speaking and listening. SALT screening will form an important baseline followed by intervention to address issues.	Monitoring	AHT inclusion	December 2017
<b>A</b>	All PPG pupils in Key Stage 2 to attend Children's University	PPG pupils have limited access to wider life experiences and stimulation. This is essential for pupils to be able to access the curriculum and achieve mastery. The CU offers a wide range of extra – curricular workshops and lectures which provide these opportunities.	Monitoring on a termly basis through data collection		
<b>Total budgeted cost</b>					<b>£23,762</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A,B,C</b>	Music teaching – individual intuition, small groups and choir	Many of our disadvantaged pupils have limited opportunity to take part in wider curricular experiences. Providing access to a wide range of musical tuition benefits our pupils greatly in terms of self – confidence, which has a positive effect on academic achievement.	This will be monitored termly through observations and discussion with pupils.	DHT – curriculum PP Champion	Dec '18 March '19 July'19

<b>A,B,C</b>	Subsidised trips and visits (including year 6 residential), workshops and performances.	Our pupils need a context for learning and a stimulus to trigger their interest. We feel that this will have a significant impact on Greater depth Readers throughout the School	Each trip or visit will be evaluated according to its effectiveness.	Creative curriculum lead and DHT - Curriculum	Dec '18 March '19 July'19
<b>A and B</b>	Continue to improve and maintain the quality of the learning environment and development of the specialist teaching facility. (The Hub	This provides support for social and emotional needs. Self referral to the Hub will provide pupils to access pastoral support on a needs basis.	Targeted pupils will be tracked through data collection cycles and Start and finish Questionnaires. Reduced number of behavioural incidents recorded	DHT, Inclusion Champion	Dec '18 March '19 July'19
<b>A,B</b>	Heavily subsidised breakfast and after school clubs	Some pupils have limited access to wider experiences which school clubs will be able to provide. This means that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils arrive at school on time and have breakfast, meaning that they are better placed to access the curriculum through higher concentration levels and greater emotional stability.	Outcomes and attendance for those pupils will be tracked on a termly basis	PP Champion	Dec '18 March '19 July'19
	Employment of Professional Child Counsellor	Weekly self referred counselling sessions for pupils will provide an important focus on Child mental health.	Counsellor will provide data on a termly basis.	Counsellor, PP Champion.	Dec '18 March '19 July'19
	Author in residence	Author to visit the school 3 times over the year to instill love of reading in pupils.	Monitoring on a termly basis through data collection	DHT	Dec '18 March '19 July'19
<b>A,B and C</b>	Purchase of software investment for site licences	Opportunities for pupils to practice skills – individualised learning through Lexia and Sam learning programmes	Monitoring will be carried on a termly basis through data collection	PP champion DHTs	Dec '18 March '19 July'19

		<p>Pupils are able to identify areas for development and take responsibility for their own learning</p> <p>Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are maintained</p>	<p>Communication between school and home will be maintained at a high level.</p>		
<b>Total budgeted cost</b>					£70,480

Total: £223,940