

1. Summary information					
School	Essendine Primary School				
Academic Year	2020-21	Total PP budget	185,610	Date of most recent PP Review	Sept 20
Total number of pupils	356	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Dec 20

Any published data is from the end of the academic year 2018-2019 as the last set of data available, unless otherwise stated.

2. Current attainment		
Key stage 2 outcomes 2018-19	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching age related expectations in Reading, Writing and Maths	69%	71%
% meeting standard or above in reading	79%	78%
% meeting standard or above in writing	86%	83%

% meeting standard or above in maths	93%	84%
Key Stage 1 outcomes 2018-19		
% reaching age related expectations in Reading, Writing and Maths	77%	69%
% meeting standard or above in reading	82%	78%
% meeting expected standard in writing	77%	73%
% meeting standard or above in maths	82%	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)*

A.

The % of boys in receipt of PPG at the expected standard in reading is below other pupils nationally at the end of key stage 2

The proportions of PPG pupils achieving greater depth in reading is below other pupils nationally.

Teacher assessments at the end of the spring term indicate that PPG boys outperformed others nationally and non-PPG pupils. However PPG girls lagged behind these at greater depth, as well as non PPG pupils. The focus will remain on reading for the next academic year.

B.	<p>Significant gaps have arisen in year 3 between PPG and non-PPG pupils at greater depth in all subjects, and reading and maths at the expected standard.</p> <p>Teacher assessments at the end of the spring term indicate that the gap has narrowed between PPG and non-PPG pupils at the expected standard in writing and is in line with the national average. However this is not the case at greater depth, where a significant gap remains. Also, a gap of greater than 10% exists in reading at the expected standard and greater depth, although outcomes for PPG pupils were broadly in line with the national average. Reading and writing at greater depth will remain a priority.</p>	
C.	Pupils enter reception with a paucity of language and communication skills.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited access to wider life experiences and stimulation.	
E.	Under developed language skills impeded disadvantaged children's access to the curriculum and independent learning strategies	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PPG pupils will make at least expected progress at the end of key stage 2 in reading. Attainment of PPG pupils will be in line with national other at the expected standard and greater depth	
B.	The gap between PPG and non-PPG PPG pupils at the end of year 4 will be no greater than 10% at in all subjects at both the exs and GDS and at least in line with national averages	
C.	Children in EYFS are assessed and interventions put in place for them to catch up.	
D.	<p>A rich curriculum underpins a context for learning</p> <p>Enrichment experiences provide opportunities not offered elsewhere</p>	

	Whole class reading texts provide broad and varied vocabulary	
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5. Planned expenditure

Academic year	
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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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C	Additional teaching staff employed in order to reduce class sizes in year 6 in the mornings	Smaller teacher led classes will provide effective universal provision for pupils and will enable targeted support for PP pupils.	Termly progress meetings	HT, ALT	Dec '19 March '20 July'20
	TAs deployed to release teachers to provide intervention for all pupils in English and Maths. Dedicated HLTA to year 1 and 2 classes.	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.	Termly reviews of pupils and groups	HofS Lead Practitioner - Maths	Dec '20 March '21 July'21
A,B,C,D	CPD for teachers – pedagogical practice,	Research has shown that teacher CPD has been shown as a significant factor in improving outcomes. This has been	Termly reviews as well as the performance management process.	CPD leader and SLT	Dec '20 March '21 July'20

	reading, action research	borne out in our own setting. Improved teacher knowledge and expertise has improved outcomes for all pupils year on year.			
A,B,C	AHT 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 AHT will support teachers to ensure that these techniques are consistently used in lessons across the school.	Termly reviews and data collection	AHT	Dec '20 March '21 July'21
D	An enriched curriculum incorporating opportunities to learn and apply a wide range of vocabulary Ensure that changes to the curriculum are embedded Careful sequencing of learning takes place across the curriculum	Pupils need a context for learning within school as they do not have exposure to a language rich home environment.	Termly reviews and data collection	Curriculum leader	Dec '20 March '21 July'21
A,B,C,D	Carry out SALT screening for all new entrants to early years	Pupils enter the school with a paucity of language and range of vocabulary. Research has shown that without the foundations of speech and language, children struggle to learn to read. Research also shows that paucity of language leads to underachievement across the curriculum.	Termly reviews and data collection	AHT for inclusion EYFS lead	Dec '20 March '21 July'21
D	Enrichment opportunities across the school including trips and children's university	Pupils are able to embed learning through real and concrete experiences	Trips will be planned in advance and linked with the curriculum CU lead will target and monitor and ensure that all pupils invited to CU	Curriculum lead HT	Dec '20 March '21 July'21

	Sophie		have access to workshops and wider learning opportunities.		
Total budgeted cost					£ 93,142
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B,C	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 '20 March '21 July'21
A	Lexia reading intervention for targeted groups – years 3-6	Research for the 'Education Endowment Fund' shows that the use of online reading programmes is more effective than reading with an adult and for FSM pupils can gain 5 months of progress		English lead	Dec '20 March '21 July'21
A,B,C	Easter school	Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement.	Analysis of SATs results	HT and DHTs	Dec '20 March '21 July'21
A,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 on a termly basis through data collection	AHT inclusion	September 2020
A,D	Children's University	PPG pupils have limited access to wider life experiences and stimulation. This is essential for pupils to be able to access	Monitoring on a termly basis through data collection	CU leader	Dec '20 March '21 July'21

		the curriculum and achieve mastery. The CU offers a wide range of extra – curricular workshops and lectures which provide these opportunities.			
A,B,C,D	Pupil Premium champion	Staff member is used to monitor the progress of pupil premium pupils and provide additional support where required. This may take the form of additional support in the playground, hub or referral to meaningful minds.	Monitoring on a termly basis through data collection	AHT inclusion	Dec '19 March '20 July'20
Total budgeted cost					£34,890
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,B,C	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 '20 March '21 July'21
A,B,C	Subsidised trips and visits (workshops and performances).	Our pupils need a context for learning and a stimulus to trigger their interest. This 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 '20 March '21 July'21
A and 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 '20 March '21 July'21

A,B	Heavily subsidised breakfast and after school clubs 5500	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 '20 March '21 July'21
A,B,C,D	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 '20 March '21 July'21
A,B and C	Purchase of software investment for site licences	Opportunities for pupils to practice skills – individualised learning through Lexia and Sam learning programmes Pupils are able to identify areas for development and take responsibility for their own learning Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are maintained	Monitoring will be carried on a termly basis through data collection Communication between school and home will be maintained at a high level.	PP champion DHTs	Dec '20 March '21 July'21
Total budgeted cost					£56,631

Total: £ 184,663