

Pupil premium strategy statement/report 2020-2021

1. Summary information					
School	Essa Primary Academy				
Academic Year	2020-2021	Total PP budget	£160,055	Date of most recent PP Review	2/2021
Total number of pupils	426	Number of pupils eligible for PP	156 (36.6%)	Date for next internal review of this strategy	10/21

2. Current attainment July 2020 – Year Two		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (school)
% achieving or exceeding standard for end of year in reading	53%	44%
% achieving or exceeding standard for end of year in writing	55%	37%
% achieving or exceeding standard for end of year in mathematics	64%	54%
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Phonics skills to de-code words and as a spelling strategy are not secure and spelling is weaker generally.	
B.	Understanding of number and mathematical strategies is not secure in KS1 pupils.	
C.	Lack of resilience to tackle longer texts in reading and to comprehend what is read.	
D.	Impact of COVID-19 on pupils has meant that there has been considerable loss of learning for pupils.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Poor attendance and PA for some pupils has had an impact on attainment.	
E.	Poor involvement in home learning/home reading and remote education.	
F.	The number of pupils in receipt of PPG does not truly reflect the number of pupils who should be eligible across school.	

1. Current attainment July 2020 – Year Six

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>
% achieving or exceeding standard for end of year in reading	46%	40%
% achieving or exceeding standard for end of year in writing	55%	40%
% achieving or exceeding standard for end of year in mathematics	59%	70%
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Spelling strategies are not secure and spelling is weaker generally.	
B.	Understanding of place value and mathematical strategies is not secure in KS2 pupils.	
C.	Lack of resilience to tackle longer texts in reading and to comprehend what is read.	
D.	Ensure that the impact of COVID-19 on pupils is minimised and that pupils continue to have access to the school curriculum and on-going support from classroom teachers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Poor attendance and PA for some pupils has had an impact on attainment.	
F.	Poor involvement in home learning/home reading and remote learning.	
G.	Poor levels of resilience and emotional development having an impact on levels of engagement and attainment.	
H.	The number of pupils in receipt of PPG does not truly reflect the number of pupils who should be eligible across school.	

THESE ARE TAKEN FOR THE BARRIERS ABOVE

2. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
<p>A.</p>	<p>Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring Letters and Sounds, spelling strategies and rules are embedded and applied in all reading and writing activities.</p> <p>Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring breadth of coverage and raise expectation in SPaG knowledge and strategies allow rules to be embedded and applied in all reading and writing activities.</p> <ul style="list-style-type: none"> • Ensure progress in reading and writing through improving phonics and spelling. • Ensure pupils make at least 5 to 6 steps progress across the academic year 2020 -2021. • Pupil premium pupils make 6+ steps of progress over the year. 	<ul style="list-style-type: none"> • Teaching staff are aware of Pupil Premium Pupils and their progress. This will continue to be tracked with attainment data during 2020-2021 pupil progress cycle. • Observations will show pupils using spelling strategies (KS2) and phonics at KS1 (Letters and sounds). • Remote learning will prioritise reading and access to quality texts for pupils in school (Vulnerable and Critical worker pupils) and those children learning from home. • End of year reading and writing shows that the gap between school and national has diminished further.
<p>B.</p>	<p>Ensure pupils are secure in their understanding of number and can use calculation strategies confidently making accelerated progress to be in line with others in the year group.</p> <ul style="list-style-type: none"> • Accelerate progress in maths through improving basic skills. • Demonstrate accelerated progress in mathematics for disadvantaged pupils. 	<ul style="list-style-type: none"> • End of year outcomes for KS1 and KS2 assessments show children attaining broadly in line with their peers.
<p>C.</p>	<p>Through classroom RAMP (Reading and modelled Practice) reading focus; pupils build reading resilience to tackle longer texts, showing understanding of what they read so that all pupils including the more able continue to make good or accelerated progress in all areas of the curriculum.</p> <ul style="list-style-type: none"> • Develop a culture of 'love for reading' and reading resilience across all disadvantaged pupils. 	<ul style="list-style-type: none"> • Tracking progress through reading assessments, weekly guided reading, and interventions. • End of year outcomes.

<p>D.</p>	<p>Ensure that the impact of COVID-19 on pupils is minimised and that pupils continue to have access to the school curriculum and on-going support from classroom teachers.</p> <ul style="list-style-type: none"> • Ensure pupils have access to ESSA Live learning platform. • Provide daily 'live' lessons to pupils as part of the Remote Learning Offer. • Demonstrate accelerated progress in reading, writing and maths for targeted pupils. 	<ul style="list-style-type: none"> • All children have access to remote learning through Essa Live learning platform. • Weekly lessons will be delivered by year groups teachers to provide a consistent and progressive curriculum for our pupils. • Attendance for remote learning will be carefully monitored and poor attendance or engagement will be challenged.
<p>E.</p>	<p>Improve attendance to at least 95.5% to enable effective use of wave one teaching.</p> <ul style="list-style-type: none"> • Attendance to be increased to meet the school target of 96% <p>Support families to apply for relevant benefits to ensure that the number of pupils in receipt of PPG truly reflects the number of pupils who should be eligible across school.</p>	<ul style="list-style-type: none"> • Attendance for all pupils including PP pupils improves to at least 96% • The school is in receipt of accurate funding to best support disadvantaged pupils. • PPG is used to build equity for disadvantaged support resulting in targeted support and interventions.
<p>F.</p>	<p>Increase the level of involvement in home learning especially with reading, phonics and spellings through workshops and homework tasks.</p> <ul style="list-style-type: none"> • Demonstrate accelerated progress in reading, writing and maths for all disadvantaged pupils. • PP pupils make 6 + steps progress over the academic year. • School provides a remote learning platform to access the curriculum during isolation/lockdown situations. • Children have access to devices to gain access to 'live teaching sessions. • Children have a range of online systems to support remote learning. 	<ul style="list-style-type: none"> • Pupils' reading, phonics and spellings improve and have a positive impact on pupil progress. • Parents feel increasingly confident. • Homework tasks completed. • On-going support is provided for remote learning (both technical and academic).

<p>G.</p>	<p>Develop levels of resilience and emotional development to ensure that it has a positive impact on levels of participation and attainment.</p> <ul style="list-style-type: none"> • <i>Demonstrate improved outcomes for PP pupils who are also EAL</i> • <i>Improve language skills for pupils eligible for PP</i> • <i>Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework.</i> • <i>Improve home learning and ensure equality of opportunities for all.</i> 	<ul style="list-style-type: none"> • Pupils demonstrate the ability to be resilient in their daily learning tasks. • Pupils work hard to combat barriers linked to upbringing and poor home lives. • Levels of engagement in lessons improve and pupils are able to focus and achieve their potential. • PSHE curriculum, mental health support and Wellbeing Hub supports pupil's wellbeing and access to support where required.
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Planned expenditure

Academic year 2020-2021

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?	Budget cost
<ul style="list-style-type: none"> Ensure pupils make at least 5 to 6 steps progress across the academic year 2020 – 2021. Pupil premium pupils make 6+ steps of progress over the year in English and maths. 	<p>Purchase of GL assessment materials.</p> <ul style="list-style-type: none"> CAT tests Dyslexia Test <p>(PPG – 1793.23 (£4981.20))</p> <p>Purchase of AR Licence (Renaissance Learning 1 Year)</p> <p>(PPG – £641.48 (£1781.90))</p> <p>Purchase Aspire 2 assessments</p> <p>(PPG – £396 (£1100))</p> <p>Purchase of PUMA and PIRA tests to support ongoing assessments and rapid diagnosis for learning.</p> <p>(PPG – 643.86 (£1788.50))</p> <p>Purchase of SHINE intervention package.</p> <p>(PPG – £293.76 (£816.00))</p>		<p>Assessments used to identify age related attainment through standardised scores.</p> <p>Using diagnostic assessments - PIRA; training shared with staff</p> <p>Subject leaders develop a clear understanding of their subjects through identifying disadvantaged groups; planning to ensure that the high-quality teaching allows them to make accelerated progress and monitoring of progress for these groups feeds in to future planning from pupil progress meetings.</p> <ul style="list-style-type: none"> Review of pupil progress supports intervention. Identified need to improve progress in core subjects through a whole school approach to basic skills teaching. High quality teaching for all. Subject specific outcomes to be monitored and disadvantaged groups to be targeted. <ul style="list-style-type: none"> Tracking of Pupil Premium group for attainment and progress compared to their peers. 	LBa SLT	December 2020 Feb 2021 July 2021	<p>(PPG – 1793.23 (£4981.20))</p> <p>(PPG – £642.60 (£1785.00))</p> <p>(PPG – £641.48 (£1781.90))</p> <p>(PPG – £396 (£1100))</p> <p>(PPG – 643.86 (£1788.50))</p> <p>(PPG – £259.20 (£720))</p> <p>(PPG – £293.76 (£816.00))</p>

<ul style="list-style-type: none"> Accelerate progress in maths through improving basic skills. Demonstrate accelerated progress in mathematics for disadvantaged pupils. 	<p>Purchase of Times Table Rock Stars (PPG – £34.16 (£94.90))</p> <p>Twinkl Subscription purchased (PPG – £368.98 (£1024.95))</p>	<p>A whole school approach to basic skills and times tables supports high quality teaching for all.</p> <p>Twinkl materials directly support White Rose Maths Scheme to provide planning support and access to supportive interactive materials for Teaching and Learning.</p> <p>Review of pupil progress identified need to improve problem solving in maths.</p> <p>Raised expectations supported by White Rose Maths and INSET.</p>	<ul style="list-style-type: none"> Book scrutiny Pupil progress reviews Teaching and Learning Reviews Lesson observations Remote lesson observations Formal half termly assessments (PIRA/PUMA and GL assessment) Staff meetings to share training. <ul style="list-style-type: none"> Pupil progress reviews, Formal half termly assessments (GL assessments), Lesson observations, Book scrutiny, 	JWo/CMo	December 2020 Feb 2021 July 2021	<p>(PPG – £34.16 (£94.90))</p> <p>(PPG – £368.98 (£1024.95))</p>
<ul style="list-style-type: none"> Ensure progress in reading and writing through improving phonics and spelling. Develop a culture of 'love of reading' and reading resilience across all disadvantaged pupils. 	<p>Renew subscription of Phonics tracker system for assessment and tracking in Phonics. (PPG – £368.98 (£1024.95))</p> <p>Phonics tracker subscription (PPG – £119.52 (£332))</p> <p>Purchase subscription for Reading Eggs Online support materials. (PPG – 1387.44 (£3854.00))</p> <p>Reading Eggs Additional Subscriptions (PPG – £331.92 (£922.00))</p> <p>Purchase subscription for Phonics Play Online support materials. (PPG – £21.60 (£60))</p> <p>Purchase subscription for MyOn Online support materials. (PPG – £594.21 (£1650.58))</p> <p>Purchase of books for classrooms. library and reading scheme. (PPG – £4357.98 (£12105.50))</p> <p>Purchase of AR Books (PPG – £2209.32 (£6137))</p>	<p>Through pupil progress - identified needs; Continue to improve phonics and spelling through a whole school approach.</p> <p>Reading attainment from previous outcomes.</p> <p>High quality teaching for all at an age-appropriate level.</p> <p>Use of RAMP structures to engage with texts with a 'deeper understanding'.</p> <p>Differentiated whole class guided reading strategy implemented.</p> <p>Significant purchase of books to ensure library and AR schemes are well stocked. Reading is encouraged through every aspect of learning and children are able to have variety and choice in their reading.</p>	<p>Monitoring of children's book choices</p> <p>lesson observations of guided reading and SPAG.</p> <p>Monitoring of AR throughout the school. Regular updates on progress given to pupils. Class rewarded in assemblies through number of words read and percentage of accuracy.</p> <p>Children tested very regularly on books they have read.</p> <p>Regular summative test ensures children are appropriately challenged in their reading.</p> <ul style="list-style-type: none"> Pupil progress reviews, Formal half termly assessments, Lesson observations, Book scrutiny, Staff meetings to share training. Target INSET based on evidence gathered through reviews and monitoring. 	SAK/LBa/HHu	December 2020 Feb 2021 July 2021	<p>(PPG – £368.98 (£1024.95))</p> <p>(PPG – £119.52 (£332))</p> <p>(PPG – 1387.44 (£3854.00))</p> <p>(PPG – £331.92 (£922.00))</p> <p>(PPG – £21.60 (£60))</p> <p>(PPG – £594.21 (£1650.58))</p> <p>(PPG – £4357.98 (£12105.50))</p> <p>(PPG – £2209.32 (£6137))</p>

<ul style="list-style-type: none"> • Ensure pupils have access to ESSA Live learning platform. • Provide daily 'live' lessons to pupils as part of the Remote Learning Offer. • Pupil premium pupils make 6+ steps of progress over the year in English and maths. 	<p>Survey to be sent to all families to request information about access to devices and internet.</p> <p>Essa Live learning platform to be built to support blended and remote learning of all.</p> <p>Use of Teams will provide pupils with access to live lessons to ensure remote pupils are able to access Essa Curriculum.</p> <p>Purchase of Webcams to support learners accessing live daily lessons. (PPG – £150.66 (£418.50))</p>	<p>During the current Covid-19 climate children require access to a remote learning platform.</p> <p>In July 2020 provision for remote learning in schools became a legal duty as part of the Coronavirus Act 2020.</p> <p>Children to continue to have access to the school curriculum regardless of location or being on site.</p> <p>Teachers need to have regular contact with pupils to support pupils academic and pastoral development.</p>	<ul style="list-style-type: none"> • Feedback from parents and pupils. • Staff training and development. • Sharing good practice during CPD sessions. • Development of blended/remote learning policy. • Consistent approach to the build of Essa Live platform; will ensure that pupils can instinctively access materials provided by their teacher. • Monitoring of • Monitoring of planning and lesson delivery. 	JWo	September 2020 December 2020 Feb 2021 July 2021	(PPG – £150.66 (£418.50))
Total budgeted cost						£14,614.90

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?	Budget cost
<p>Demonstrate accelerated progress in Mathematics for all disadvantaged pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 2020 – 2021.</p>	<p>Gap analysis via half termly arithmetic tests used support target pupils.</p> <p>Calculation policy (in line with White Rose Maths) evident in all classes (delivery and working walls) and in intervention spaces.</p> <p>Purchase of White Rose maths whole class resources to continue to embed core mathematical skills.</p> <p>Third space maths Intervention for PP children. 1-to-1 programme for Y5 pupils.</p> <p>Third Space Learning 1:1 Tuition (PPG – £608.40 (£1690))</p>	<p>Pupil progress showed some pupils to be making less progress in Mathematics.</p> <p>Gap analysis shows pupils across school are missing core mathematical skills (Place value, reasoning, calculation strategies)</p> <p>Pupils targeted with one to one or small group support to diminish gaps and bring to ARE through intensive support offered by the schemes.</p> <p>Visual models and images of calculation policy will support pupils to make links and apply mathematical knowledge. The new WR maths scheme also supports these strategies.</p> <p>Tangible links (through manipulatives) to mathematics and 'numbers and the number system' will imbed mathematical understanding further.</p>	<p>Observations,</p> <p>Pupil progress reviews,</p> <p>Sharing classroom practise and strategies through staff INSET.</p>	JWo and CMo	End of academic year	(PPG – £608.40 (£1690))

<ul style="list-style-type: none"> Demonstrate accelerated progress in Reading, Writing and Maths for targeted groups of disadvantaged pupils. 	<p>Additional one-to-one or small group teaching.</p> <p>Purchase of SPaG.com subscription for Y5 and Y6 pupils (PPG – £36.36 (£101))</p> <p>Purchase of GAPS tests to support ongoing assessments and rapid diagnosis for learning. (PPG – £642.60 (£1785.00))</p> <p>Purchase of SHINE intervention package. (PPG – £293.76 (£816.00))</p> <p>Purchase of SHINE intervention package for maths 'catch-up'.</p>	<p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p>	<p>Observations</p> <p>Pupil progress reviews</p> <p>Sharing classroom practise and strategies</p>	SAK and HHu	End of academic year	<p>(PPG – £36.36 (£101))</p> <p>(PPG – £642.60 (£1785.00))</p> <p>(PPG – £293.76 (£816.00))</p>
Total budgeted cost						£1581.12

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?	Predicted budget cost
<p>Demonstrate progress in writing through improving spelling.</p> <p>Ensure pupils make at least 5 to 6 steps progress across the academic year 2020-2021</p>	<p>Introduction of year group SPaG coverage trackers.</p>	<p>Continued use of high-quality resource based on recent research and pupils' personal needs.</p> <p>Writing moderation shows that pupils are not using year group specific spellings and spelling strategies effectively.</p> <p>QA activities show that some pupils are not having exposure to year group/ability specific coverage in SPaG.</p>	<ul style="list-style-type: none"> • Observation of lessons • Scrutiny of books • Pupil Discussions • Progress Tracking 	LBa/SAK	End of each half term	
<p>Ensure the more able PP make at least expected progress (or better) and are well supported in this – English, Maths and Science.</p>	<p>Employ additional teacher in to Y2 carry out booster groups from May 2020 (50% of timetable £11,500 - £3699.73 PPG)</p> <p>Employ additional teacher in to Y6 carry out booster groups from May 2020. (50% of timetable £11,500 - £3699.73 PPG)</p> <p>Boosters – May 2020 onwards. TA before and after school x 4 (30 mins) (£4138)</p>	<p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p>	<p>Monitor effectiveness of sessions, scrutiny of books, pupil discussions and progress.</p> <p>Greater % of pupils meeting ARE and making accelerated progress across subjects.</p>	<p>JWond CMO</p> <p>SAK and HHu</p> <p>all fulltime TA staff.</p>	End of each half term	<p>£3699.73 PPG)</p> <p>£3699.73 PPG)</p> <p>(£4138 PPG)</p>

	<p>Holiday cover (Teacher) Feb half term and Easter.</p> <p>All fulltime TA's to be deployed on daily interventions. (50% of timetable PPG). (£74,818)</p> <p>Purchase of PIRA and GAPS assessments for use in daily interventions for targeted pupils</p>					(£74,818 PPG)
PPG Demonstrate improved outcomes for PP pupils who are also EAL	<p>Individual tracking data for each child shared with class teachers. Trained EAL TA to work with PP/EAL pupils on arrival and during intervention time. Deploy 2x EAL TA's 50% PPG (£22,369)</p> <p>Continue setup and develop of EAL base for INA pupils with Trust wide EAL Lead.</p>	Many pupils arriving as INA with no experience of school rules and routines, no language and a range of cultural differences to adapt to which impact on learning.	<ul style="list-style-type: none"> • Observations, • Tracking, • Talking to individuals, • Scrutiny of books and • Review of assessment information. 	SAk, KGi, TWa and KKh	At the end of each half term	(£22,369)
Improve language skills for pupils eligible for PP	<p>Support staff, TAs and teachers running intervention groups in phonics and writing.</p> <p>Speech and Language support running programs across the age ranges. 'Communication champion' to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives.</p>	<p>Some pupils need targeted support to diminish differences. This approach has been shown to be effective.</p> <p>A high percentage of our pupils have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills.</p>	<ul style="list-style-type: none"> • Improving reading is reviewed termly. • Groups are tracked termly and assessment information analysed with class teachers. • Timetable of interventions monitored by Deputy Principal. • Pupils will be discharged from speech and language and will have improved speech and language skills. 	LBa, KKh, TWa	End of each half term	
Improve home learning and ensure equality of opportunities for all	<p>Support for school trips and extra curricular activities for PP pupils (£3210)</p> <p>Support for school residential trips for PP pupils (£300)</p> <p>Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books.</p> <p>Continued use of MLS library software to allow pupils and families to loan books.</p>	<p>Some pupils are at risk of being disadvantaged by parents not being able to support class trips/activities.</p> <p>This ensures equality for all and supports the development of self-esteem and a positive attitude to education.</p> <p>Some pupils are at risk of being disadvantaged by not having access to books at home.</p>	<p>PP pupils supported with cost of trips/visitors and activities.</p> <p>Letters regarding school trips to clearly identify what if any payment is required for PP/non-PP pupils.</p> <p>PP pupils and families encouraged to use school library. PP pupils eligible to loan two books at a time.</p>	JAt JWo LBA/SAk	End of each half term	(£3210) (£300)

	<p>Cost of family support officer. (£11,725.92 PPG (£32,572))</p> <p>Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. (£1000.00 - £355 PPG)</p> <p>Uk Sports coaches – to deliver high quality PE sessions (Including via Teams for Remote learners). (PPG – £3200 (£9600))</p> <p>Purchase of M and M Theatrical Productions (Christmas Pantomime) (PPG – £647.64 (£1799.00))</p>	<p>Some of our pupils are at risk of being disadvantaged as their families are unable to access school support due to language barriers.</p>	<p>PP pupils and families encouraged to attend workshops in home language and use of pictorial teaching methods.</p>			<p>(£11,725.92 PPG)</p> <p>(£355 PPG)</p> <p>(PPG – £3200)</p> <p>(PPG – £647.64)</p>
<p>Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework.</p>	<p>After school homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects.</p> <p>Purchase of CGP books to support Teaching and Learning. (PPG – £259.20 (£720))</p>	<p>Some PP pupils do not have the time/space and resources to complete homework projects at home. These clubs will provide them with the opportunity.</p> <p>CGP books will provide a structured approach to homework that supports delivery in class.</p>	<p>HOSs will lead this initiative and address any concerns and attendance issues</p>	<p>SLT</p>	<p>Half termly</p>	<p>(PPG – £259.20)</p>
<p>Increased attendance rates</p>	<p>Admin assistant and Chn/Fam worker to monitor pupils and follow up quickly on absences inc first day response, Early Help, referrals for medical assessments, fines, referral to the Early Intervention Team, home visits, an interpreter for specific families. (£355)</p> <p>All classes weekly attendance update in assembly.</p> <p>Attendance rewards whole class prize for the class with the highest attendance, awards for pupils with 100% attendance each term. (£482.57 PPG)</p> <p>Parental questionnaires shared with parents in home language to address attendance issues.</p>	<p>Review of attendance patterns and issues for specific families.</p> <p>Review of patterns over time and trends for specific groups.</p> <p>Improved awareness of attendance levels in schools and identification of support needed for individual families.</p>	<p>Attendance monitoring.</p> <p>EH form review meetings.</p> <p>Fortnightly meetings with Pupils and Families worker.</p>	<p>JAt, VCP and all staff</p>	<p>Weekly monitoring and ongoing action as a result.</p>	<p>(£355 PPG)</p> <p>(£482.57 PPG)</p>

<p>Develop levels of resilience and emotional development having to ensure that it has a positive impact on levels of participation and attainment.</p>	<p>Pupils work on key characteristics of resilience, empathy, passion, self-awareness, excellence, teamwork and communication and these link directly to their ability to apply themselves in lessons.</p> <p>Teacher training support staff to develop these characteristics in all lessons.</p> <p>RockSteady – to deliver high quality music sessions (Including remote learning). (£337.51 PPG (937.53))</p>	<p>Review of pupil's behaviours and learning reviews have identifies low levels of resilience and apathy in some learners.</p> <p>Review of patterns over time and trends for specific groups.</p> <p>Improved levels of resilience and participation are needed in all classes.</p>	<ul style="list-style-type: none"> • Observations, • Tracking, • Talking to individuals, • Scrutiny of books and • Review of assessment information. 	<p>SAK</p>	<p>Weekly monitoring and ongoing action as a result.</p>	<p>£337.51 PPG</p>
Total budgeted cost						£129,597.30
Overall Total Budgeted						£145,793.32
Remaining Balance						+£14,261.68

Review of expenditure 2019 - 2020				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned/Review of expenditure	Cost
<p>Ensure increased progress in reading and writing through improving outcomes for phonics and spelling.</p> <p>Ensure pupils make at least 5 to 6 steps progress across the academic year.</p>	<p>Renew subscription of Phonics Tracker system for assessment and tracking in phonics. (£342.40 total - £110.16 PPG)</p> <p>Ensuring a smooth transition for teaching staff as we move to Letters and Sounds of the teaching of phonics.</p> <p>Intensive training (Letters and Sounds) for all staff to ensure effective delivery – new staff provided with training. (£1000)</p> <p>Spelling support for year 1-6 - Rising stars spellings (Total price – £450 £144.77 PPG)</p> <p>Purchase of SPaG.com subscription for Y5 and Y6 pupils (£95.00 - £30.56 PPG)</p>	<ul style="list-style-type: none"> Phonics Tracker is being utilised in school well. Since September, there has been targeted teaching within classrooms, and this has further supported interventions. Children are identified, targeted, and monitored through regular Pupil Progress meetings. In EYFS and Y1 Planning has been shared to ensure consistency, high expectations and pace is maintained for teachers and Teaching assistants. New resources (Inc videos for EYFS) have been produced and distributed to ensure consistency of approach. Phonics teaching now maintains fidelity to Letters and Sounds. School now follows Letter and Sounds and our choice of mnemonics is RWI. Phonics displays, word mats and marking have also been developed. Decodable phonics books have been purchased and we will be seeking further support via SLE's from the Tier 2 funding for reading to support the use of these. 	<p>Need to streamline consistency in phonics. Write to read and letters and sounds used to</p> <p>Provide resources and activities. Often there was a contrast between the two sets of resources. Decision to be made on which set of resources will support the acquisition of phonics to ensure consistency for all pupils.</p>	<p>£118</p> <p>£1000</p> <p>£152</p> <p>£124</p>
<p>Accelerate progress in maths through improving basic skills.</p>	<p>Purchasing Inspire Maths scheme and all associated concrete objects. £3905</p>	<ul style="list-style-type: none"> Pupil progress shows that mathematics is a key priority for improvement. A consistent approach to the teaching of mathematics has been developed and has been evidence through recent observations, this academic year. 		<p>£3905</p>

		<ul style="list-style-type: none"> Staff subject knowledge continues to be developed in line with Mastery approach. Mathematics leads are now working with the NW Turing Maths Hub. Calculation policy has been reviewed. Mathematics policy has been developed and guidance given to teachers. Early progress made with developing a bespoke Inspire curriculum and maintaining high expectations of the children. This has been applied to the new curriculum driver (White Rose Mathematics). Staff have developed a further understanding of the key mathematical theories, in which we use these to support children's understanding and achievement. A range of structured equipment has been purchased for each year group. Using the policy and guidance; this has and will continue to support the development of a more consistent and 'deep' understanding of mathematical concepts for our pupils. Times Tables Rock Stars utilised throughout the school Y2-Y6. Y4 children will take part in the Unofficial Multiplication Tables Check. This will be used to inform future planning for securing basic skills. 		
Develop a culture of 'love for reading' and reading resilience across all disadvantaged pupils.	<p>Staff training and resources for RAMP reading purchased to support delivery of high quality, consistent approach to reading. (£178)</p> <p>Guided reading scheme to develop core-reading skills.</p>	<ul style="list-style-type: none"> A new, purpose-built library has been developed and now is more inviting, well-organised and encourages reading across the school, at all levels. The purchase of books continues to be vital. The increase in high quality reading books has engaged reluctant readers and challenged our more confident readers. All members of staff have had RAMP training (2 CPD sessions and a 1:1 support session from SLEs). DfE Tier 2 funding has been secured - this means further funding for on-going development with The Arch Alliance. Guided Reading using the RAMP method is completed daily from Y2-Y6 (Adapted model in Y1). Future plans are in place to introduce guided reading into Reception from September. Key texts for each year group have been identified and purchased. These have been selected through the planning of the English long-term plan. The key texts will be used to drive forward the Essa Primary curriculum. Class novels are shared daily. Progress for disadvantaged children, across the school, has shown at least good progress is made in a large majority of classrooms for this group of pupils. Pupil Premium pupils in Y1, Y3, Y5 and Y6 are also attaining comparatively, at least broadly in line with their peers. 		£178
Demonstrate accelerated progress in Reading, Writing and Maths for	<p>Purchase of GL assessments for targeted pupils.</p> <p>(£350 total – £112.60)</p>	<ul style="list-style-type: none"> Gap analysis via half termly Pupil Progress Meetings have been used support target pupils. The gaps have been used to identify teaching focus. Accelerated progress has been evidence across the school in classes other than Y1. 	Note that this was the first time the test had been administered and so new to all pupils. Best practice at this time would be in small groups once IT is able to meet requirements of the test	£350

targeted groups of pupils.		<ul style="list-style-type: none"> Pupil progress holds teachers accountable for all pupils' progress across the term and quickly identifies the need for intervention when applicable. Interventions are monitored and evaluated termly. GL assessment purchased – challenges with IT meant that the testing was not feasible for whole class assessment at this time. This was due the expectations of reading and level of independence the children required. To continue to develop this. <p>Progress Data – Pupil Premium Pupils</p> <table border="1" data-bbox="913 379 1583 719"> <thead> <tr> <th>(Expected progress = 4.0)</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 progress</td> <td>1.8</td> <td>1.8</td> <td>1.9</td> </tr> <tr> <td>Year 2 Progress</td> <td>3.8</td> <td>4</td> <td>3.9</td> </tr> <tr> <td>Year 3 Progress</td> <td>4.1</td> <td>3.3</td> <td>4.1</td> </tr> <tr> <td>Year 4 Progress</td> <td>4.6</td> <td>3.6</td> <td>3.1</td> </tr> <tr> <td>Year 5 Progress</td> <td>3.9</td> <td>3.3</td> <td>3.7</td> </tr> <tr> <td>Year 6 Progress</td> <td>4</td> <td>3.7</td> <td>4.1</td> </tr> </tbody> </table>	(Expected progress = 4.0)	Reading	Writing	Maths	Year 1 progress	1.8	1.8	1.9	Year 2 Progress	3.8	4	3.9	Year 3 Progress	4.1	3.3	4.1	Year 4 Progress	4.6	3.6	3.1	Year 5 Progress	3.9	3.3	3.7	Year 6 Progress	4	3.7	4.1	procedure. <i>E.g. children having their tests stopped due to Smoothwall.</i>	
(Expected progress = 4.0)	Reading	Writing	Maths																													
Year 1 progress	1.8	1.8	1.9																													
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Year 5 Progress	3.9	3.3	3.7																													
Year 6 Progress	4	3.7	4.1																													

PP pupils make 6 + steps progress over the academic year 2019-2020	Development of new Inspire Maths Curriculum.	<ul style="list-style-type: none"> Updated work walls for maths highlight the use of the calculation policy, evident in all classrooms and learning spaces. Development of mathematics policy has given a consistency in teaching across the school. The supplementary guidance will support teachers to improve practice and leaders will use this to monitor lessons and books to raise standards. CPD has developed teacher's subject knowledge in the use of the CPA approach (using manipulatives to abstract maths) to better understand mathematics and 'numbers and the number system'. Purchase of a wide range of maths resources has shown evidence of impact in concrete learning opportunities through recent observations and learning walks. Accelerated progress in maths has been seen in Y2, Y3 and Y6. <p>The decision was made to adopt the White Rose mathematics curriculum with the Inspire Curriculum being a supplement. This decision came about through a carefully considered approach and analysis of our current provision. It was felt that this would be more beneficial to our pupils and provide them with high levels</p>		<p>£22,369 £22,369 £22,369</p>
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		of challenge that equally meets the requirements of the national curriculum and our assessment schedule.		
				Sub Total £5826
ii.Targeted support				
<p>Demonstrate accelerated progress in Reading and Writing for all disadvantaged pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 2019-20</p>	<p>Additional one-to-one or small group teaching.</p> <p>Purchase of 'toe by toe' (£473.00) and 'stairway to spelling' intervention schemes for targeted pupils. (£152.17) – PPG</p> <p>Purchase of additional PIRA and GAPS assessments for targeted pupils (£1,723.22 - £554.31 PPG)</p> <p>Purchase Lexia 'Accelerated Reader' programme. (£4,679.23 – £1505.38 PPG)</p> <p>Purchase of 'Mighty Writer programme' (£2859.64 - £919.99 PPG)</p>	<ul style="list-style-type: none"> Accelerated Reader - progress scores higher than other areas however, long term impact still to be see due to delay in starting AR. Lexia – Teachers are using this as integrated support in their own time with their class to close the gap. <p>Mighty Writer – This was due to be setup and running for Summer term. Due to the lockdown and change of SENDco role it has not begun. This will be a focus for the Summer term for our new SENDco to implement and monitor.</p>	<p>Although useful for some pupils there is evidence that there is a lack of wider impact for Lexia and so suggestion is not to continue with this next year.</p> <p>Consideration to be made as to whether 'Mighty Writer' could be used as a next step to our EAL based work (EAL lead and SENDco to meet with English leads to discuss potential)</p>	£1582
<p>Demonstrate accelerated progress in Mathematics for all disadvantaged pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 19/20</p>	<p>Gap analysis via half termly arithmetic tests used support target pupils.</p> <p>Purchase of 'power of one' and 'power of two' intervention schemes for targeted pupils. (£1,582.50) – £509.11 PPG</p> <p>Calculation policy (in line with Inspire Maths) evident in all classes (delivery and working walls) and in intervention spaces.</p> <p>Purchase of Inspire maths whole class resources to continue to embed core mathematical skills. (£3905)</p> <p>Added Dec 19 - £3,380 for third space maths Intervention for PP children. 2 terms of support. 1-to-1 programme.</p>	<ul style="list-style-type: none"> Updated work walls for maths highlight the use if the calculation policy, evident in all classrooms and learning spaces. Development of mathematics policy has given a consistency in teaching across the school. The supplementary guidance will support teachers to improve practice and leaders will use this to monitor lessons and books to raise standards. CPD has developed teacher's subject knowledge in the use of the CPA approach (using manipulatives to abstract maths) to better understand mathematics and 'numbers and the number system'. Purchase of a wide range of maths resources has shown evidence of impact in concrete learning opportunities through recent observations and learning walks. Accelerated progress in maths has been seen in Y2, Y3 and Y6. The decision was made to adopt the White Rose mathematics curriculum with the Inspire Curriculum being a supplement. This decision came about through a carefully considered approach and analysis of our current provision. It was felt that this would be more beneficial to our pupils and provide them with high levels of challenge that equally meets the requirements of the national curriculum and our assessment schedule. <p>Y6 pupils have engaged in 1:1 support for maths as part of the third space programme; this gave the class teacher a detail report and analysis of progress.</p>	<p>Targeted interventions have been carried out but tracking of interventions has been poor. As a result, it has been difficult to measure the impact.</p> <p>A school wide calculation policy was introduced, and impact was seen in the T&L of the four methods of calculations.</p> <p>Due to lock down Y5 pupils were then accessing the 1:1 session remotely. Small numbers of children utilised this as there was a significant demand on having the appropriate equipment to access the programme, Some of which pupils didn't have access to at home.</p>	£473 £612 £1661 £1,015
				Sub Total £5826
iii.Other approaches				

<p>Ensure the more able PP make at least expected progress (or better) and are well supported in this – English, Maths and Science.</p>	<p>Employ additional teacher in to Y2 carry out booster groups from Jan 2020 (50% of timetable £11,500 - £3699.73 PPG)</p> <p>Employ additional teacher in to Y6 carry out booster groups from Jan 2020. (50% of timetable £11,500 - £3699.73 PPG)</p> <p>Boosters – Jan 2020 onwards. TA before and after school x 4 (30 mins) (£4138)</p> <p>Holiday cover (Teacher) Feb half term and Easter.</p> <p>All fulltime TA's to be deployed on daily interventions. (50% of timetable PPG). (£74,818)</p> <p>Purchase of PIRA and GAPS assessments for use in daily interventions for targeted pupils (£1633) (£1,633.50 PPG)</p>	<ul style="list-style-type: none"> • Booster for KS1 and KS2 were provided for identified pupils and were aimed at giving bespoke support to pupils in preparation for the SATs. • A range of resources, including CGP books were used to challenge and reinforce previous learning for these pupils. • Interventions included Maths, Reading, SPAG. 		<p>£4138 £6,740 £74,818 £7,205 £2,340 £1,633</p>
<p>Demonstrate improved outcomes for PP pupils who are also EAL</p>	<p>Individual tracking data for each child shared with class teachers. Trained EAL TA to work with PP/EAL pupils on arrival and during intervention time. Deploy 2x EAL TA's 50% PPG (£22,369) –</p> <p>Continue setup and develop of EAL base for INA pupils with Trust wide EAL Lead.</p>	<ul style="list-style-type: none"> • Many pupils arriving as INA with no experience of school rules and routines, no language, and a range of cultural differences to adapt to which impact on learning. This continues to pose a challenge for the school. • The discrete, targeted work has had some positive impact, but INA pupils continue to struggle in class. • Use of new templates for class teaching seek to support pupils through routine, visuals to support learning and key vocabulary highlighted. • All INAs are making good or better progress, are able to move to more challenging EAL groups with great fluidity, which is exactly what we want as it helps them make accelerated progress. • Students are regularly assessed on the GSE scale and their progress is being closely monitored at regular time intervals this is then monitored in pupil progress meetings and further action given if required. • Developed schemes of work reflect the natural language progression and allow for children to learn using specialised and appropriate resources. • The EAL base provides opportunities to develop confidence and form relationships with peers in smaller groups which is essential, especially for those who have never been schooled previously. 	<p>Further rigour in assessment on entry for all pupils.</p>	<p>£22,369 £3,301</p>

		<ul style="list-style-type: none"> Improved provision by working with reception children – to help them develop better speaking and listening skills and be better prepared for their transition into Y1 Teaching staff have access to our support and reach out for the support available with greater confidence. 		
Improve language skills for pupils eligible for PP	<p>Support staff, TAs and teachers running intervention groups in phonics and writing.</p> <p>Speech and Language support running programs across the age ranges.</p> <p>'Communication champion' to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives.</p>	<ul style="list-style-type: none"> A high percentage of our pupils continue to have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills. Blast (Building language auditory skills and talking) intervention now lead by other member of staff. CPD distributed by Champion. This freed up the Champion to continue to target our earliest of learners with the EYFS. Each half term Champion attended the LA Communication champion. This is led by LA multi agencies. Information and procedures are distributed and updated as required to support learners further. Parent communication workshop developed and delivered for parents in Autumn term. Taqwa Nursery supported by Champion in the form of lesson observation and sharing planning. 	Tightly monitor Speech and Language targets for children. New SENDco role will deliver this.	
Improve home learning and ensure equality of opportunities for all	<p>Support for school trips and extra-curricular activities for PP pupils (£3210)</p> <p>Support for school residential trips for PP pupils (£300)</p> <p>Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books. (£700)</p> <p>Purchase MLS library software to allow pupils and families to loan books. (£744.00 - £264.60 PPG)</p> <p>Cost of family support officer. (£9999)</p> <p>Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. (£1000.00 - £355 PPG)</p>	<ul style="list-style-type: none"> Vulnerable pupils have fairer access to books, specific learning resources and school visits that allow them to access the education and provision in a similar way to our less vulnerable pupils. Parents have been well supported in accessing meetings, receiving support with benefits and food vouchers etc. this continued through lockdown and parents had access to work packs where there was difficulty accessing home learning online. There has been a raised expectation for attendance with the family support worker liaising with health and local authority professionals. Late book used to track pupil's punctuality is effective in highlighting families that are repeatedly late. The steps taken have greatly impacted the support to our vulnerable pupils and families. Parent meetings and workshops were suspending due to Coronavirus. 		<p>£3,210</p> <p>£300</p> <p>£700</p> <p>£264</p> <p>£9,999</p> <p>£355</p>
Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework.	<p>After school homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects.</p> <p>CGP homework books for PP children. £1733.08</p>	<ul style="list-style-type: none"> Several PP pupils do not have the time/space and resources to complete homework projects at home – this is especially noted in the form of digital devices and internet access. Homework clubs provide PP pupils with the opportunity to develop independent homework skills at school as part of these clubs. CGP books have been purchased for Year 1 -Year 6. These were used effectively for homework and ensured that all 		£1733

		<p>children has access to appropriate age-related materials to support hoe learning.</p> <ul style="list-style-type: none"> CGP books were also used as home learning support during lockdown. 		
Increased attendance rates	<p>Admin assistant and Chn/Fam worker to monitor pupils and follow up quickly on absences inc first day response Early Help, referrals for medical assessments, fines, referral to the Early Intervention Team, home visits, an interpreter for specific families. (£355)</p> <p>All classes weekly attendance update in assembly. (£533)</p> <p>Attendance rewards whole class prize for the class with the highest attendance, awards for pupils with 100% attendance each term. (£1 500 - £482.57 PPG)</p> <p>Parental questionnaires shared with parents in home language to address attendance issues.</p>	<ul style="list-style-type: none"> Improved awareness of attendance levels in schools and identification of support needed for individual families. Particularly; PA continues to reduce - over the last three years Overall attendance has improved. Strategies having impact are; Attendance is celebrated in assembly and discussed regularly in class. Early response to attendance in the form of 1st day calls – also links to safeguarding/welfare. Use of meetings/letters (both for attendance and celebrating improved attendance) Regular lesson with EIT. Use of penalty notices Rewards for good attendance 		£533
Develop levels of resilience and emotional development having to ensure that it has a positive impact on levels of participation and attainment.	<p>Purchase Command Joe's school led programme (£11,100 - £3941 PPG)</p> <p>Pupils work on key characteristics of resilience, empathy, passion, self-awareness, excellence, teamwork and communication and these links directly to their ability to apply themselves in lessons.</p> <p>Teacher training support staff to develop these characteristics in all lessons.</p>	<ul style="list-style-type: none"> Review of pupil's behaviours and learning reviews have identified low levels of resilience and apathy in some learners. The CJ's initiative continues to be very successful for Essa Pupils. Commando Joes worked with classes on a weekly basis every over the course of academic year 18/19. Every child in every class has taken part in 8 focussed session. The tailored 1-hour sessions were built around the following core skills: Resilience, Empathy, Passion, Self-awareness, Excellence, Teamwork, Communication. The core skills above are directly transferrable to developing core learning skills that all pupils need in order to become successful lifelong learners. 92% of classes said that they have enjoyed participating in this programme. 100% of the classes talked about the way in which the programme has developed their resilience, empathy and determination skills. 76% of the classes talked about how the programme has encouraged them to work as a team, trust one another and never give up. 100% of the classes talked about how the programme has encouraged positive friendships and care for one another. 90% of the classes talked about how the programme has helped them to deal with 'failures'/upset. 100% of the classes have said that they would like to continue with the programme next year. 	<p>We have run the CJ's programme in school for 2 years now. We are looking in to the 'Primary Reds' programme ran by MUFC as an alternative to CJ's for academic year 20/21. As well as providing opportunities to develop a range of different skills the switch to 'Primary Reds' would also be more cost effective (Primary Reds - £6,700 CJ's £11000).</p> <p>The package on offer is the same:</p> <ul style="list-style-type: none"> 1 full day of workshops all year Before and after school club Staff CPD 	£3941
Sub Total £143,577				
Total budgeted for £158,400				

Total spend £154,746

Balance £3,654
