

Essa Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Essa Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanna Atherton - Principal
Pupil premium lead	Jonathan Woodburn – Assistant Principal
Governor / Trustee lead	Nigel Whittle – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,370
School Led National Tutoring Programme	£16,200
Pupil premium funding carried forward from previous years	£4,500
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,070

Part A: Pupil premium strategy plan

Statement of intent

At Essa Primary Academy we want to ensure our disadvantaged pupils experience a 'rich' learning opportunity that meets the needs of all pupils. We ensure that appropriate provision is made for pupils at our school who belong to our most vulnerable groups. This includes those pupils that are socially disadvantaged and that they are assessed and their needs addressed. Our disadvantaged pupils must be given the same opportunities as our non-disadvantaged pupils.

When meeting the needs of socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be primarily allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Three overriding factors that we consider vital for our disadvantaged pupils in school are academic success, mental health and wellbeing and access to 'life' experiences.

Where there are gaps in learning these are filled by first quality teaching and intervention that focusses on outcomes. Pupils will also have access to a variety of simulating educational experiences through our Essa Experience; pupils will have the chance to visit places of culture, academic interest, and fun. We will ensure that pupils are provided with a curriculum full of experiences where 'All Will Succeed'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensure our disadvantaged pupils are attending school and being punctual.
2	Behaviour is in line with expectations.
3	English and Maths outcomes are improved.
4	Need of key groups (INA, EAL and SEND) pupils are met
5	Pupil's outcomes are in line with targets set.
6	Pupil's mental health and wellbeing is monitored and managed effectively.
7	Experiences for pupil's are provided for and subsidised by the grant.
8	Where there are financial barriers for pupils these will be identified and removed.

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
Attendance and punctuality	Ensure attendance of disadvantaged pupils is above 95.5%
Behaviour expectations	Pupils understand and respond positively to the behaviour expectations at Essa Primary School.
Pupil outcomes	The attainment gap between disadvantaged pupils and non-disadvantaged pupils is diminished. To achieve national average progress scores in KS2 Reading, Writing and Maths.
Needs of key groups; INA, EAL and SEND	Oracy focus supports pupils in spoken language. EAL support enables INA children to make rapid progress in their language acquisition. SEND support from QFT to intensive 1:1 ensures children will make rapid and sustained progress.
Mental health and wellbeing	Essa Experience enables disadvantaged pupils to access key 'life' experiences which impact positively on their outcomes.

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

Budgeted cost: £93,600

Activity	Evidence that supports this approach	Challenge no's addressed
Engage with School Led Tutoring Programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are higher attainers. (First £18,600 NTP funded) Teacher employed 0.5 £15000 22 Y6 children (PP) 20 Y5 children (PP) 15 hours per child	(EEF +4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3, 4, 5
Full time Teacher employed to deliver Early reading and phonics to ensure pupils have the opportunity to meet ARE at KS1. (£22,000) 2 x 0.5 Maths teachers employed to deliver maths basic skills, times tables and intervention (SHINE) for pupils to meet ARE in Y3, Y4 and Y5. 24,000).	(EEF + 4 months) Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. <ul style="list-style-type: none"> Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For all disadvantaged pupils in school to make or exceed nationally expected progress rates. Ensure pupils make at least 6 steps progress across the academic year 2021 – 2022. 	3, 4, 5
Provide whole school CPD on; <ul style="list-style-type: none"> Assessment Mathematics and English Planning for progress Attitudes to learning Use of data and pupil progress leading to the provision for pupil's student to support Formative assessment within the classroom. Provide CPD based on school priorities and individual staff development needs where required.	<ul style="list-style-type: none"> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Teachers' formative assessment is used to produce accurate summative judgements. Teachers know where all pupils are regarding attainment and progress. Staff voice collated to review provision of CPD meets their needs 	3, 4, 5

<p>Purchase of relevant and appropriate subscriptions to support the assessment and delivery of intervention sessions across the school for disadvantaged pupils. GL assessment materials.</p> <ul style="list-style-type: none"> CAT tests/dyslexia/dyscalculia Purchase of AR Licence (Renaissance Learning 1 Year) Purchase of Aspirer 2 assessments Purchase of PUMA and PIRA tests to support ongoing assessments and rapid diagnosis for learning. Purchase of SHINE intervention package. Purchase of Times Table Rock Stars Twinkl Subscription purchased Reading Eggs Additional Subscriptions Purchase subscription for MyOn Online support materials. <p>(£8,000)</p>	<p>Through pupil progress - identified needs; Continue to improve phonics, reading, spelling and maths through a whole school approach.</p> <ul style="list-style-type: none"> Reading attainment focus based on previous outcomes and impact of Covid-19.. High quality teaching for all at an age-appropriate level. Use of RAMP structures to engage with texts with a 'deeper understanding'. Purchase of subscriptions allows pupils to have access to a range of learning tools. These are Accessed both in school and outside of school with links provided via Essa social accounts, Essa Live and the school website. Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes. 	3, 4, 5
<p>Purchase of interactive whiteboard to support intervention for disadvantaged pupils in Year 3-6. (£6,000)</p>		

Targeted academic support

Budgeted cost: £ 73,500

Activity	Evidence that supports this approach	Challenge no's addressed
<p>4 x TA employed 0.5 to deliver learning programmes for EAL, NELI and Phonics sessions to pupils. (£30,000). A significant proportion of these pupils will be disadvantaged.</p> <p>Training for teaching assistants to support the delivery of specific programmes.</p>	<p>(EEF +4 months) The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>(EEF + 5months) The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	3, 4, 5
<p>Purchase of additional Chromebooks to support blended learning, accelerated learning, TTRS. (£8,000)</p>	<ul style="list-style-type: none"> Chrome books in school have become a staple diet of our pupils. They are used for blended learning to access ESSA Live (VLE) and used to access active subscriptions to educational platforms such as AR and TTRS. Chrome books will be purchased to increase the ratio of children having access to the VLE, AR and TTRS. 	3, 4, 5, 7
<p>Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. £500</p>	<p>(EEF +4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	3, 4, 5
<p>Provision of an EAL specialist team. Ensure our EAL disadvantaged students access the full curriculum.</p> <p>Ensure EAL strategies are shared across the school through CPD. Ensure the library contains books in their native language. Offer Saturday school to our EAL students with our EAL team £5000</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. Some pupils need targeted support to diminish differences. This approach has been shown to be effective. Some of our pupils are at risk of being disadvantaged as their families are unable to access school support due to language barriers. 	3, 4, 5
<p>Focus on progress of all SEND disadvantaged pupils within pupil progress meetings and agree intervention provision where required.</p>	<ul style="list-style-type: none"> SEND disadvantage pupils based on pupil progress are not meeting exp progress measures. 	4
<p>Third space maths Intervention for PP children. 1-to-1 programme for Y5/Y6 pupils. Third Space Learning 1:1 Tuition (£1000)</p>	<p>(EEF +5 months) Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	5
<p>Daily wellbeing for all pupils Staff trained in mental health and wellbeing of pupils.</p> <p>Use of CPOMS to log information for pupils who are a concern.</p>	<p>(EEF + 7 months) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. (EEF + 5 months)</p>	6

Youth mental health ambassadors (Rights respecting) will offer peer to peer mental health support. £500	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors.	
RockSteady – to deliver high quality music sessions (Including remote learning). £900	<ul style="list-style-type: none"> Review of pupil's behaviours and learning reviews have identifies low levels of resilience and apathy in some learners. Review of patterns over time and trends for specific groups. Improved levels of resilience and participation are needed in all classes. 	7
UK Sports coaches – to deliver high quality PE sessions (Including via Teams for Remote learners). £9,900	<ul style="list-style-type: none"> Provision of Extra Curricular activities for all pupils. 	7, 6
Ensure all children have access to enrichment activities. Essa Experience trips, visitors and extra-curricular activities are subsidised for pupil premium pupils. (£7500)	<ul style="list-style-type: none"> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, attendance, behaviour and relationships with peers). Pupils need to have the same opportunities as other pupils in regard to the experiences they have. 	7, 8
Support for school residential trips for pupil premium pupils.	<ul style="list-style-type: none"> Pupils should not 'miss out' on these experiences due to financial barriers. 	7, 8
Purchase of Theatrical Productions (Christmas Pantomime)	<ul style="list-style-type: none"> Our curriculum enables pupils to have a variety of memorable and educational excursions, trips, experiences, and visits. We believe that these experiences inspire our pupils and encourage their future aspiration. 	7, 8
Extending library by purchasing more books, including books for: <ul style="list-style-type: none"> EAL (multilingual), Cultural books that promote diversity and inclusion. Author collections 	(EEF + 6) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	3, 7, 8
For pupils who present with financial difficulties i.e cannot purchase uniform; the school will provide support with this to ensure barriers like this are removed.	<ul style="list-style-type: none"> To support pupil integration and access to learning without financial barriers. Pupils need to have the same opportunities as other pupils in regard to the basic elements such as uniform, school supplies, breakfast and clothing. 	8

Wider strategies

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects. Purchase of CGP books to support Teaching and Learning. £500	<ul style="list-style-type: none"> 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. CGP books will provide a structured approach to homework that supports delivery in class. 	3, 8
Behaviour management/policy CPD will be provided to staff. New staff joining the school will be given an induction to behaviour management at Essa by the lead. Employment of behaviour specialist (Aspire) to support specialist programmes for pupils where required. Employment of behaviour specialist (Aspire) to support class teachers in observing and managing behaviour where required. Update and review of the school policy. Purchase of 'Dojo Shop' items to reward pupils for their positive behaviour. £5000	(EEF + 4 months) According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. 2. Universal programmes which seek to improve behaviour and generally take place in the classroom. More specialised programmes which are targeted at students with specific behavioural issues.	2, 3, 5, 6
Family support worker employed to support vulnerable families and to monitor pupils and follow up quickly on absences. Increase attendance rates £10,000	(EEF + 4 Months) The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. <ul style="list-style-type: none"> Review of attendance patterns and issues for specific families. Review of patterns over time and trends for specific groups. Improved awareness of attendance levels in schools and identification of support needed for individual families. Admin assistant and Ch/Fam worker to monitor pupils and follow up quickly on 	1, 6

	<p>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.</p> <ul style="list-style-type: none"> • All classes weekly attendance update in assembly. • Attendance rewards whole class prize for the class with the highest attendance, awards for pupils with 100% attendance each term. • Parental questionnaires shared with parents in home language to address attendance issues. 	
<ul style="list-style-type: none"> • Improve outdoor environment for disadvantaged pupils. (£20,000) 	<p>(EEF) Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <ul style="list-style-type: none"> • Pupils will develop reflective and inquisitive thinking. • Encourage holistic development of children in line with the school curriculum. • Develop resilience and adaptability in occasionally adverse circumstances. • Allow children to become more able to identify hazards and risks. • Develop a love, appreciation and respect for nature and all that is living • Develop an understanding of how we can look after our environment • Develop self-awareness, confidence and self-esteem • Develop collaborative-working and communication skills • Provide positive health benefits – both physically and mentally – and assist gross and fine-motor development • Develop a lifelong love of the outdoors 	6, 7, 8

Total budgeted cost: £ 202,600