

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information				
School	Essa Primary Academy			
Academic Year	2016/17	Total PP budget	£75,240	Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP	57	Date for next internal review of this strategy

2. Current attainment July 2016 – Year Two		
	<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	60%	36%
% achieving or exceeding standard for end of year in writing	40%	29%
% achieving or exceeding standard for end of year in mathematics	33%	29%
3. Barriers to future attainment (for pupils eligible for PP) based on RAISE online, monitoring of progress and attendance		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
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 children.	
C.	Lack of resilience to tackle longer texts in reading and to comprehend what is read.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance and PA for some children has had an impact on attainment.	
E.	Poor involvement in home learning and home reading.	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring Essa Precision Phonics and spelling strategies and rules are embedded.	Observations show children using spelling strategies, including phonics. End of year reading and writing is closer to the expected standard.
B.	To ensure children 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.	End of year outcomes including KS1 assessments.
C.	To ensure children build reading resilience to tackle longer texts, showing understanding of what they read so that all children including the more able continue to make good or accelerated progress in all areas of the curriculum.	Tracking progress through reading assessments, weekly reading and interventions. End of year outcomes.
D.	To improve attendance to at least 95.5% to enable effective use of first wave teaching	Attendance for all children including PP children improves to at least 95.5%
E.	To increase the level of involvement in home learning especially with reading, phonics and spellings.	Children's reading, phonics and spellings improve. Parents feel increasingly confident.

5. Planned expenditure					
Academic year		2016/17			
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?
Progress in reading and writing through improving phonics and spelling.	Development of whole school bespoke precision phonics teaching. Intensive training for all staff to ensure effective delivery. Development of a whole school differentiated spelling scheme.	Review of pupil progress identified need to improve phonics and spelling through a whole school approach to teaching. High quality teaching for all.	Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training.	HW, SM and RK	End of February and again at the end of the academic year
Progress in maths through improving basic skills.	Development of whole school maths passports. Intensive training for all staff to ensure effective delivery.	Review of pupil progress identified need to improve maths through a whole school approach to basic skills teaching. High quality teaching for all.	Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training.	SW	End of February and again at the end of the academic year

Reading resilience.	Additional reading scheme books and guided reading books. Staff training and resources for comprehension.	Knowledge of pupils and their reading habits. Reading attainment in summer 2016. High quality teaching for all at an age-appropriate level.	Using diagnostic assessments - PIRA; training shared with staff; monitoring book choices; lesson observations of guided reading and SPAG.	HW, RK	End of February and again at the end of the academic year
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Total budgeted cost £22,000

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?
Accelerated progress in Mathematics	Additional one-to-one or small group teaching. Review maths passports to include additional time to fast track targeted children.	Review of pupil progress showed some children to be making less progress in Mathematics. Review of maths passports showed some children to be making less progress in Mathematics skills than expected if used correctly.	Observations, pupil progress reviews, sharing classroom practise and strategies	SW	End of academic year
Accelerated progress in Reading and Writing	Additional one-to-one or small group teaching.	Review of pupil progress showed some children to be making less progress in Reading and Writing.	Observations, pupil progress reviews, sharing classroom practise and strategies	SW	End of academic year

Total budgeted cost £19,038

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?
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Progress in writing through improving spelling.	Develop whole school programme for teaching spelling.	High quality resource based on recent research and children's personal needs.	Observation of lessons, scrutiny of books, pupil discussions and progress.	RKi and all staff.	End of each half term
EAL and PP children – improved outcomes.	Individual tracking data for each child shared with class teachers. Fully trained EAL TA to work with EAL children on arrival and during intervention time.	Many children 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.	Observations, tracking, talking to individuals, scrutiny of books and review of assessment information.	JA and KK	At the end of each half term
Improve language skills for pupils eligible for PP	Support staff, TAs and teachers running intervention groups in phonics and writing. Speech and Language support running programmes across the age ranges .	Some pupils need targeted support to diminish differences. This approach has been shown to be effective. A high percentage of our children 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.	Improving reading is reviewed termly · Groups are tracked termly and assessment information analysed with class teachers. · Timetable of interventions monitored by Deputy Principal · Children will be discharged from speech and language and will have improved speech and language skills.	RKa	End of each half term

<p>Improve home learning and ensure equality of opportunities for all</p>	<p>Provision of uniform for all new children joining the academy.</p> <p>Provision of bus service for some children who live furthest from academy.</p> <p>Support for school trips and extra curricular activities.</p>	<p>Some children are at risk of being disadvantaged by parents not being able to buy uniform or support class trips/activities. This ensures equality for all and supports the development of self esteem and a positive attitude to education.</p>	<p>All children provided with a uniform kit and high expectations of daily use.</p> <p>Letters regarding school trips to clearly identify what if any payment is required for PP/non PP children.</p>	<p>JM, JA</p>	<p>End of each half term</p>
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Increased attendance rates	Appointment of Chn and Families worker. 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. Whole staff training from the LA EIT. All classes weekly attendance update. Attendance rewards whole class prize for the class with the highest att'ce, awards for pupils with 100% attendance each term	Review of attendance patterns and issues for specific families. Review of patterns over time and trends for specific groups.	Attendance monitoring. EH form review meetings. Fortnightly meetings with Children and Families worker.	JA and all staff	Weekly monitoring and ongoing action as a result.
Total budgeted cost					£91,700

6. Review of expenditure				
Previous Academic Year		2015/16		
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 (and whether you will continue with this approach)	Cost
All children make good progress	Employ full time TAs to deliver interventions every afternoon.	Good progress made by children supported by TAs for interventions. PP children targeted for intervention support.	Due to the EAL needs of the children, the number of children requiring support was greater than the staffing availability and the nature of the interventions. Further investment needed in specific EAL intervention and support.	£24,000
All children make good progress	Deputy Principal to deliver maths interventions during leadership release time.	Good progress made by some children supported through the intervention though it did not continue for the whole year. Time was re-focused to work on the development of the maths passports to support all children in school.	Staffing – when DP stopped working with this group it should have been picked up by other staff but this would have involved increasing the staff team. Maths passports were developed for use across school and demonstrated impact on learning for some children – need further embedding for consistency.	£12,403
ii. Targeted support				
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 (and whether you will continue with this approach)	Cost

Effective tracking of attainment and progress	To provide dedicated training in light of the new assessment system for class teachers to track progress and attainment and identify interventions for PP children.	Through pupil progress meetings, data from SPTO was used to track PP children and identify further support/concerns. In many cases, PP children made better progress than non PP children though this was not consistent.	Some staff were still unsure of the correct use of the new assessment system therefore progress and attainment results needed careful discussion and in many cases changes during pupil progress meetings. Further staff training has been provided but this is still an area for the assessment lead to focus.	£350
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iii. Other approaches

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 (and whether you will continue with this approach)	Cost
To ensure all pupils have access to school visits to enrich their curriculum and remove potential barriers.	To pay for/subsidise heavily class trips/activities for PP children.	PP children are not disadvantaged in any way for financial reasons in accessing trips and activities. All children have the same opportunities and enhancements to their learning.	Some classes didn't plan/attend enough visits/activities during the year. This is something SLT need to ensure improves.	£400
To ensure equality and raise the self esteem and confidence of pupils.	To provide a uniform kit to all new children joining the academy.	All children have a good quality uniform and all look the same. No children are left vulnerable from alienation from peers due to not fitting in appearance wise.	Despite providing the uniform some PP children in particular need further support in looking clean and tidy. Additional resources are being used from this academic year to support particular families.	£3200

<p>To improve attendance (inc PA) for the children living further away from school.</p>	<p>To provide a bus service to bring/drop off children living furthest away and who have previously had poor attendance.</p>	<p>Children using the bus have all shown improvements in attendance though in some cases it is still not enough. The PA children have shown improvements but again as with the poor attenders this has not been enough improvement for some.</p>	<p>It was decided by the LGB to stop the bus service but the board of directors decided to continue the service and provide the funding for the provision.</p> <p>The bus is continuing to honour places for the current children. The service will wind down as children leave school or do not require places.</p>	<p>£33,000</p>
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