

Pupil premium strategy statement: Essendon C of E (VC) Primary School



1. Summary information					
School	Essendon C of E (VC) Primary School				
Financial Year	2019/2020	Total PP budget	£29,040	Date of this statement	April 2019
Total number of pupils	92	Number of pupils eligible for PP	15 (18.3%)	Date for next internal review of this strategy	September 2019

2. Outcomes												
End of Key Stage 2 (July 2019)												
	Reading				Writing				Maths			
	Disadvantaged (3 pupils)		All pupils (10 pupils)		Disadvantaged (3 pupils)		All pupils (10 pupils)		Disadvantaged (3 pupils)		All pupils (10 pupils)	
	School	National (2018)	School	National	School	National (2018)	School	National	School	National (2018)	School	National
Attainment (expected or better)	33.3	64	60	73	66.6	67	70	78	66.6	64	80	79
Attainment (average scaled score)	97	102.6	100.3	104.4					102.3	101.9	105	105
Progress	<p>These scores show how much progress pupils at this school made in maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.</p> <p>A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 1.</p> <p>A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 1.</p> <p>Most schools have progress scores between -5 and +5.</p>											
End of Key Stage 1 (July 2018)												
	Reading				Writing				Maths			
	Disadvantaged (3 pupils)		All pupils (13 pupils)		Disadvantaged (3 pupils)		All pupils (13 pupils)		Disadvantaged (3 pupils)		All pupils (13 pupils)	
	School	National	School	National	School	National	School	National	School	National	School	National
Attainment (expected or better)	33	79	77	75	33	74	77	70	33	79	77	76

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Wider opportunities including life skills: lack of opportunities for wider experiences outside the classroom (including in some cases a reluctance to allow children to participate in opportunities organised by the school) for some pupils eligible for the pupil premium grant can result in fewer first hand experiences which support learning in the Early Years Foundation Stage and across Key Stages One and Two, including Spiritual, Moral, Social and Cultural aspects of learning. Some pupils also need more support with preparation for and transition to the next phase of their life, whether this is secondary school or not.
B.	Widening friendship groups: there is a high correlation between pupils who are eligible for the pupils premium grant and those who do not have a broad circle of friends or the confidence to make new friends.
C.	Engagement: for a small group of pupils eligible for the pupil premium grant , their lack of engagement results in low self-esteem and can lead to negative behaviours which have a detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance: there is a high correlation at Essendon between children who are eligible for the pupil premium grant and pupils from the Gypsy/Roma/Traveller community which has an impact on attendance at school and being available to sit National tests at which published data is collected. Lack of adult literacy at home for some pupils eligible for the pupil premium grant can result in pupils having fewer opportunities to develop their literacy and phonics skills at home.
E.	Adult Literacy: adult literacy skills are lower in some families eligible for the pupil premium grant than their peers meaning that support at home to assist pupils with homework, reading etc is not always available.
F.	Life Ambitions: ambitions for some pupils eligible for the pupil premium grant do not include going to secondary school or seeing education as important. This not only impacts on their starting points but also on their attitude to learning throughout their school career.

3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	Desired outcomes and how they will be measured	Success criteria
A. & F.	Wider opportunities and curriculum enhancing experiences at school will support the learning of pupils across the school and provide inspiration for continued study, life skills and career planning or an understanding of the world.	<p>All pupils have access to wider opportunities and enrichment experiences and this is reflected in their use of an enhanced vocabulary, reading and comprehension skills and understanding of the world.</p> <p>All pupils will participate in watching Newsround and will join in a conversation about local, national and international events; through this pupils will have a greater understanding of the world around them and be able to engage in conversations surrounding different topics.</p>

		<p>Pupils will be well prepared for the next phase in their life including knowing how to look after themselves, prepare meals and be well prepared for life at secondary school or beyond primary school.</p> <p>Increasing numbers of pupils will attend secondary school (when compared with previous years).</p>
B.	Pupils in all key stages will be supported in developing a wider friendship group	<p>Pupil voice exercise will demonstrate greater self confidence and a wider number of children in their friendship group. Staff feedback will confirm that this is happening at breaks and lunchtimes.</p> <p>Nurture group assessments and feedback such as the ELSA materials will confirm that pupils understand 'friendships' and observations/ pupil voice will report widening friendship groups.</p>
C.	Pupils who are eligible for the pupils premium grant will show improved self-esteem and wellbeing	<p>Better engagement/participation in class reported by class teachers</p> <p>Improved pupil wellbeing and self-esteem. Pupils will develop self-help strategies through opportunities such as counselling, coaching, nurture groups, music lessons etc.</p> <p>Pupil voice exercise reporting improved enjoyment in coming to school and having things they "look forward to" each week</p>
D.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP (when compared to equivalent points last year). Overall PP attendance improves (when compared to a similar point last year).</p>
E.	Progress in reading will be in line with peers	<p>Catch up extra reading groups for pupils who do not have families able to support them at home.</p> <p>Librarian will support pupil premium children and pupil voice will support a 'love of reading' and a development of 'reading for pleasure'</p> <p>Whole school guided reading sessions will develop an independence in reading from a very young age so that pupils can enjoy reading at home without adult support.</p> <p>A love of reading will continue to be promoted school wide via the class shared story. This will happen daily in all classes.</p>

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Financial year

2019/2020

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?
<p>A. & F. Wider opportunities and improved ambition</p> <p>A. & B. Improved progress in English and Maths</p> <p>B. Accelerated progress in maths and SPAG (as our data highlights this an area where pupil premium pupils are not in line with their peers)</p>	<p>Continue to develop work begun on assessment for learning (including growth mindset, meta cognition, use of talk partners, mixed ability work). Termly class trips to complement topics taught will broaden pupils horizons.</p> <p>Employ teaching and learning adviser support for maths and English and include progress for pupils premium children as a target for our work with them both.</p> <p>Class teacher performance appraisal for September 2019 will focus on progress of pupils premium pupils in maths and SLT will support teachers in achieving this. The format for this will have</p>	<p>We want to continue invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Our adopted Feedback policy is continuing to show impact. Continuing to train and support staff in providing high quality feedback to close the gap between what pupils have achieved and what they could achieve will continue to be a high priority.</p> <p>Similarly meta cognition (learning to learn) approaches help to develop resilience and independence and life-long learning. The EEF Toolkit identifies this as a powerful tool in improving outcomes for minimal cost once training and resources are in place.</p> <p>The continued research into Reasoning Rich in maths and outcomes continues to provide evidence for raising standards. Due to this teachers and teaching assistants will be attending borough run courses to as continued CPD. Spelling and grammar was highlighted as an area to develop – spelling SOS to be used which has been researched to</p>	<p>Embed new policies ensuring consistency.</p> <p>Well evidenced techniques (Shirley Clarke & John Hattie). Book looks, cross moderation, observations, pupil voice, pupil progress (termly), Pupil premium progress (half termly)</p> <p>Recommendations and visits from school improvement partner and Early Years advisers as well as from English and Maths advisers.</p> <p>Use INSET days and regular twilight sessions to deliver training and for regular opportunities to review progress.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Pupil progress meetings.</p> <p>Training for teachers with teaching assistants (especially those moving classes) – confidence audit to monitor before and after as well as observations/pupil voice.</p>	<p>Headteacher</p> <p>Headteacher, Inclusion Manager, Class teachers</p> <p>Deputy Headteacher (Maths Leader) and Senior Teacher (English Leader)</p> <p>Senior Leadership Team</p> <p>Maths leader, English leader</p>	<p>September 2019</p>

	an independent section (titled 'Are gaps closing between DVP and non-DVP pupils?') will be added and all teachers will be aware to complete before Pupil Progress meetings.	show positive impact (KS2) Phonics approach to continue KS1 and throughout the school. Finally we want to invest in our teaching assistants to ensure that they are enabling the progress of all pupils including those eligible for the pupil premium grant as outlined in the EEF guidance for Making Best Use of Teaching Assistants			
Total budgeted cost					£4,500
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. Widening friendship groups	121 and small group provision of social skills, emotional literacy, self-esteem and "fun" activities with "new" friends. language therapist. Counsellor. ELSA materials used by school staff and trained in their use.	We have adopted Herts Steps and used their resources to identify the feelings of our pupils. Some children have very negative "roots and fruits" and report that there is very little they enjoy at school and have low self-worth. Some of these pupils display negative behaviour and often it is linked (evidenced by anxiety maps and Roots and Fruits paperwork) to struggling with unstructured times of the day and playing appropriately with peers.	Ongoing support and refresher training for all staff in use of Herts Steps including use of supporting resources to document pupils' feelings. Inclusion Manager to carefully research and invest in external support for "fun" activities (e.g. football coach). Inclusion Manager to work with school counselling service to support some of our pupil premium pupils. ELSA assessments for groups and nurture sessions led by HT, DHT, staff.	Inclusion Manager	September 2019

B. Improved progress for middle attaining pupils	Weekly bespoke targeted sessions depending in individual needs of pupils will be timetabled.	We want to continue to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ interventions such as talks from successful former pupils and role models from local industry.	Extra teaching assistant time to teach the other pupils so that teacher has target group. Impact overseen by maths/ English leaders. Teaching assistant timetables to support small group, targeted interventions or 1:1. (timetables and monitoring of impact on provision maps)	Inclusion Manager	September 2019
A. Provide wider and enriching opportunities for pupils	Budget pupil premium funding to enable pupils to take advantage of all school has to offer – swimming, extra-curricular activities including clubs, school trips etc. Provide an enrichment week full of life learning skills and learning out of the classroom. Visits to experience other cultures and religions.	Learning in a practical context supports development of language skills and provides opportunities for pupils to broaden their knowledge and experience and helps to develop ambition and aspiration. Alternative learning contexts can raise the esteem of some pupils eligible for the pupil premium grant who excel in physical or hands on tasks and have the opportunity to be “experts”. Music lessons, football coaching, outdoor learning planned and monitored.	Funding will be allocated by the Office Manager who will monitor uptake by individual families and, where appropriate, either contact or arrange for the Headteacher or class teacher to contact individual families to encourage participation. Spaces will be made available for “nervous” parents to join class trips to build trust and encourage participation by reluctant families. Inclusion Manager to organise enriching activities to motivate, inspire, encourage and promote self-esteem	Headteacher Inclusion Manager Office Manager	September 2019
C. Engagement	Funded “fun” activities will give individual or small groups of pupils something to look forward to each week whilst developing a skill or interest and promoting friendships.	Inclusion Manager has spent time with individual pupils using well researched Herts Steps “Roots and Fruits” tool to determine pupils’ anxiety levels and how positive and negative experiences have affected their outlook. Finding something they want to do and look forward to will result in a more positive attitude to school and will broaden friendship groups by ensuring that partner pupils are chosen for their compatible skill. Pupils will mix with pupils they wouldn’t normally play with	Funding for well researched programmes to deliver sport or other planned “fun” activities Inclusion Manager to organise enriching activities to motivate, inspire, encourage and promote self-esteem Outdoor learning and practical experiences to be timetabled in to promote school engagement.	Inclusion Manager	September 2019

E. Adult literacy	<p>Targeted interventions to support pupils and give them extra practice at skills they are unable to be supported with at home (daily reading etc).</p> <p>We have decided to employ a new 'librarian' to develop a love of reading and give an opportunity for some of our pupils who do not read at home to listen to stories – promoting an enjoyment in reading.</p>	Pupils will be targeted for additional 1-1 support with reading – before school, during lunchtime, during registration/free reading time.	<p>Class teachers will select and support individual readers. Record on the provision map and monitor at pupil progress meetings.</p> <p>'Librarian' timetable to support pupils allowing them time to listen or read to an adult 1:1. Communication with home to be highlighted. Reading records will reflect conversations and pupil voice to confirm an increased literacy and appreciation of reading.</p>	<p>Class teacher</p> <p>HT/Inclusion Manager – pupil progress</p> <p>Inclusion Manager</p>	September 2019
Total budgeted cost					£21,000
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?
D. Increased attendance rates	<p>Weekly monitoring by Headteacher and Office Manager. Newly introduced spreadsheet is monitoring whether attendance is improving as a result of action taken (e.g. phone calls, letters, meeting with families or FPN).</p> <p>Increased profile of attendance awards for pupils – whole class treats.</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. There are clear links between poor attendance and low attainment in our own pupil progress meetings data analysis.	<p>Weekly attendance monitor and reporting via website and newsletter and celebration assembly.</p> <p>Feedback to Chair of Governors and monitoring with Safeguarding Governor.</p> <p>Half termly monitoring with AIO</p>	Headteacher Office Manager	Ongoing
A. Healthy Eating	<p>In house school lunches.</p> <p>Newly appointed 'Eco Warrior' team working with catering staff.</p>	The link between hunger and lack of concentration is well established. Lots of our pupil premium pupils are not adventurous in their meal choices and by bringing school lunches in house, we are able to serve meals	This remains a high priority on our school development plan and governors and school leaders are committed to investing heavily in making school lunches at Essendon successful.	Headteacher Office Manager	Ongoing

	New vegetable plots and grow your own scheme introduced.	<p>which we know will appeal to them. We are also able to serve “taster” portions to encourage pupils who currently have a packed lunch to try a school meal.</p> <p>Encouraging pupils to understand where food comes from, to take a pride in growing their own and trying things they have grown is teaching them why it is important.</p>	The scheme is regularly reviewed at Premises and Finance Committee meetings and by the Full Governing Body on a termly basis.		
Total Budgeted Cost					£1400
Grand Total Budgeted Cost					26,900

4. Review of expenditure			
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>			
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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>

<p>A. & F. Wider opportunities and improved ambition</p> <p>B. Improved speech and communication skills across EYFS and KS1</p> <p>A. & B. Improved progress in maths</p> <p>B. Accelerated progress/ closing of gaps in spelling</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on assessment for learning (including growth mindset, meta cognition, use of talk partners, mixed ability work).</p> <p>Staff training on developing mathematical fluency, conceptual understanding and mastery.</p>	<p>We have adopted a new Feedback Code to aid all staff in giving high quality feedback (especially “on-the-spot” feedback). Our Hertfordshire Improvement Partner has reported on the success of this. Staff report in appraisal meetings that it has improved their work-life balance and had more impact for pupils. Pupils report via Headteacher visits that they understand what feedback means and where to go next well.</p> <p>We have had several staff meeting sessions on assessment for learning (including growth mindset, meta cognition, use of talk partners, mixed ability work). Our Hertfordshire Improvement Partner, HMI during our Ofsted inspection (March 2017), observations as part of our appraisal cycle, anecdotal feedback from parents and pupil voice exercises all confirm the impact of this initiative. All pupils, including those eligible for the pupil premium grant, are more able to talk about their learning and internal progress data confirms that all groups are making improved progress.</p> <p>In end of Key Stage data at July 2017, progress in maths remained an area for development. Internal progress data (April 2018) suggests that new style teaching of maths including conceptual understanding and pictorial representations is aiding understanding, fluency and mastery.</p>	<p>Recently adopted feedback codes will continue to be used. Use of “Target Tracker” statements to support in an increasing range of subjects will be used to support pupils in seeing the “big picture” and knowing what their own next steps should be.</p> <p>Continue to develop the use of talk partners and reliance/growth mindset.</p> <p>Use of new Hertfordshire maths plans has had mixed success owing to split year groups. Essendon will be part of a small working party working with the local authority to develop mixed age planning for subsequent years.</p>
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)
<p>A. Improved oral language skills in reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>121 and small group provision of speech therapy for pupils with identified needs under direction of speech and language therapist.</p>	<p>End of Key Stage data for Early Years (July 2018) demonstrates that language related areas were successful (100% of pupils attaining ELG). Work between school and the speech and language therapy team has been successful with school working closely with them and implementing their advice.</p>	<p>Continue to work closely with Speech and Language team including arranging training for all school staff to be able to identify speech and language issues and plan and implement appropriate responses (including ensuring that communication issues to do not unnecessarily hamper the progress of high attaining pupils).</p>

B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	End of Key Stage data (July 2018) demonstrates that progress for pupils with prior high attainment was better than their peers in maths (previously high attaining pupils: 1.92; previously middle attaining pupils: -0.13).	Ensure that progress for all pupils is closely monitored and that middle attaining pupils are catered for.
A. Provide wider and enriching opportunities for pupils	Budget pupil premium funding to enable pupils to take advantage of all school has to offer – swimming, extra-curricular activities including clubs, school trips etc. Provide an enrichment week full of life learning skills and learning out of the classroom. Visits to experience other cultures and religions.	Lots of anecdotal successes: pupils who had never attended Enrichment Week before were very successful this year during Sports Day; whole school trip to Celtic Harmony camp was very well received including some parents attending the trip with their children rather than refusing consent for their children to attend.	Continue to build on this – budget for termly class enrichment opportunities including those allowing opportunities for pupils to experience other cultures and religions.
B. High quality targeted interventions for vulnerable pupils	Gap filling sessions for pupils who have missed periods of teaching because of poor attendance	Mixed success: some pupils have responded well to interventions. Other planned interventions to close gaps (owing to poor attendance) were unsuccessful owing to poor attendance during the intervention programme.	We will continue to budget for interventions to close gaps for pupils who have missed school because of poor attendance. However, a different approach will be taken now that we have better and closer working relations with the relevant families. Pupil premium funding for the relevant pupils will be “saved” and deployed at a time which is agreed with the family in question to ensure high impact.

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)
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<p>D. Increased attendance rates</p>	<p>Regular monitoring by Headteacher and Office Manager. Follow up phone calls for all families.</p> <p>Develop close and trusting relationship with families so we can have honest conversations. Tighten up procedures so families are clear on when absence can be authorised.</p> <p>Rewards, prizes and public announcements about attendance to raise profile.</p> <p>Work with AIO to monitor absence, spot patterns.</p>	<p>Attendance continues to improve (slowly). There is a cultural shift – families are now all calling into school when their children are absent. Use of leave of absence forms is widespread and there is trust between school and families with parents accepting that absence cannot necessarily be authorised.</p> <p>New template letters have been produced to warn families when attendance is nearing a significant boundary (e.g. dipping below 90%).</p> <p>Families who are going away for long periods have notified the school so that work can be prepared for them to take with them.</p> <p>In some families, when one child was poorly, their sibling would also be absent. This is no longer the case.</p>	<p>Consider how to reward pupils for “effort” in attendance e.g. asking to come to school when a sibling is absent or attending school even though they will not be taking part in the planned activities that day (e.g. withdrawal from a particular assembly should not mean a whole day’s absence); or coming to school when a little under the weather and taking it easy!</p>
<p>C. Problem behaviour of pupils at risk of permanent exclusion addressed</p>	<p>Identify a targeted behaviour intervention for identified students. Close working relationship with families.</p> <p>Supernumerary staff employed to enable welcome at beginning of day and after lunch and enable work out of class if needed. Social skills group, lego therapy.</p> <p>Personal support plans. Work with outreach team. Work with Communication and Disorders Team.</p> <p>Purchase of resources to help with therapy and calm down.</p> <p>Training for all staff in approaches to prevent escalation, help with de-escalation</p> <p>Use support worker and traveller support team to engage with and support families. Develop restorative approaches and focus on positive behaviours.</p>	<p>Herts Steps training for all staff has been very beneficial and has resulted in a new Behaviour Policy. Staff have commented in appraisal meetings on the improved consistency in behaviour management and the impact it has had on pupils’ and staffs’ wellbeing.</p> <p>Individual support plans and personalised curricula are now being used to support identified pupils who might previously have been at risk of permanent exclusion.</p> <p>Nurture group at lunchtime limited the amount of unstructured free play time and working on social skills, relations with adults and restorative and consequence work has significantly reduced the number of lunchtime incidents involving pupils at risk of permanent exclusion.</p>	<p>Catch up Steps training for new staff members and breakfast club staff (who were unable to attend whole school training).</p> <p>Timetabling to allow for support plans to be followed and individual 1-1 or small group work.</p> <p>Continue to work with pupils and families to understand therapeutic approach to behaviour management.</p> <p>Timetabling for activities to re-engage disaffected or unhappy pupils or those without personal hobbies or interests.</p>

5. Additional detail

A small pot of money is kept back on a budgeted basis to pay for unforeseen support for pupils eligible for the pupil premium grant which may arise throughout the year (e.g. additional counselling following an unexpected life event; unforeseen absence requiring “catch up” work) requiring targeted support).

Total budgeted cost

£3,000