

Pupil premium strategy statement/report

| 1. Summary information | | | | | |
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| School | Essa Primary Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £124,866 | Date of most recent PP Review | 05/17 |
| Total number of pupils | 292 | Number of pupils eligible for PP | 87 | Date for next internal review of this strategy | 11/18 |

| 2. Current attainment July 2016 – Year Two | | |
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| | <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 | 76% | 63% |
| % achieving or exceeding standard for end of year in writing | 48% | 50% |
| % achieving or exceeding standard for end of year in mathematics | 90% | 74% |

| 3. Barriers to future attainment (for pupils eligible for PP) based on RAISE online, monitoring of progress and attendance | |
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| 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 pupils. |
| 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 pupils 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 |
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| 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 pupils using spelling strategies, including phonics. End of year reading and writing is closer to the expected standard. |
| B. | To 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. | End of year outcomes including KS1 assessments. |
| C. | To ensure 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. | 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 pupils including PP pupils improves to at least 95.5% |
| E. | To increase the level of involvement in home learning especially with reading, phonics and spellings. | <p>Pupils reading, phonics and spellings improve. Parents feel increasingly confident.</p> <p>Homework task evidence support for parents via examples and policy being shared.</p> |

5. Planned expenditure

Academic year

2017/18

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? |
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| Progress in reading and writing through improving phonics and spelling. | Development of whole school bespoke precision phonics teaching. Purchase Phonics tracker system for assessment and tracking in Phonics. Intensive training for all staff to ensure effective delivery – new staff provided with training. 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. | SA and RKi | End of February and again at the end of the academic year |
| Progress in maths through improving basic skills. | Development of whole school calculations policy for all staff to ensure effective delivery. External maths CPD via Lawrence Hicks to improve teaching, learning and outcomes | 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. | MS | End of February and again at the end of the academic year. |

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| Reading resilience. | Additional reading scheme books and guided reading books. Staff training and resources for comprehension. Development of whole school guided reading scheme to develop core-reading skills. Purchasing of core English texts through Rec – Y5. Purchase and roll out school wide Lexia for accelerated reading. Purchase of GL assessments. | Knowledge of pupils and their reading habits. Reading attainment in summer 2017. High quality teaching for all at an age-appropriate level. Differentiated whole class guided reading strategy implemented. | Using diagnostic assessments - PIRA; training shared with staff; monitoring book choices; lesson observations of guided reading and SPAG. | SA and RKI | End of February and again at the end of the academic year |
| Accelerated progress in Reading, Writing and Maths for targeted groups of learners. | All SL's and ML's enrolled AfA programme for targeted pupils. Whole staff to attend Bishop Bridgman training by Gary Wilson – 'Bridging the gap' for boys in Mats and English. Enrol on Early Excellence to imbed 'enquiry based learning' skill across Rec – Y1. Development of new Focus Curriculum. | ML's to develop a stringer understanding of their subjects through identifying disadvantaged groups and planning to ensure that the high quality teaching allows them to make accelerated progress. Review of pupil progress identified need to improve progress in core subjects through a whole school approach to basic skills teaching. High quality teaching for all. Raised expectations. Subject specific outcomes to be monitored and disadvantaged groups to be targeted. High quality resource based on recent research and pupil's personal needs. | Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training. Professional journal logs completed by individual SL's and ML's. | JA and all SL's and ML's | End of February and again at the end of the academic year. |
| Total budgeted cost | | | | | |

| ii. Targeted support | | | | | |
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| 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 | <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.</p> <p>Calculation policy evident in all classes and in intervention spaces.</p> <p>Purchase of whole class Numicon kits and teaching resources to imbed core mathematical skills.</p> <p>Purchase of PUMA and GAPS assessments.</p> | <p>Review of pupil progress showed some pupils to be making less progress in Mathematics. Gap analysis shows pupils across school are missing core mathematical skills.</p> <p>Review of pupil progress showed some pupils to be making less progress in Mathematics. 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>Visuals of calculation policy will support pupils to make links and apply mathematical knowledge.</p> <p>Tangible links (through manipulative) to mathematics and 'numbers and the number system' will imbed mathematical understanding further.</p> | Observations, pupil progress reviews, sharing classroom practise and strategies | MS | End of academic year |

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| <p>Accelerated progress in Reading and Writing</p> | <p>Additional one-to-one or small group teaching. Purchase of 'toe by toe' and 'stairway to spelling' intervention schemes for targeted pupils. Purchase of PIRA and GAPS assessments Purchase 'Accelerated Reader' programme.</p> | <p>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.</p> | <p>Observations, pupil progress reviews, sharing classroom practise and strategies</p> | <p>SW</p> | <p>End of academic year</p> |
| Total budgeted cost | | | | | |

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. | <p>Develop whole school programme for teaching spelling. Re – introduce spelling booklets and weekly spelling tests. Introduction of individual spelling books to be used to support independent writing. Introduction of year group SPaG coverage trackers.</p> | <p>High quality resource based on recent research and pupils's 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> | Observation of lessons, scrutiny of books, pupil discussions and progress. | RKi and all staff. | End of each half term |
| Ensure the more able PP make at least expected progress and are well supported in this – English, Maths and Science. | <p>Deploy AHT carry out booster groups in Y5. (30% of timetable)</p> <p>Employ additional teacher in to Y2 carry out booster groups. (50% of timetable)</p> <p>All fulltime TA's to be deployed on daily interventions. (50% of timetable).</p> | <p>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.</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> | RKi, additional T and all fulltime TA staff. | End of each half term |

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| <p>EAL and PP pupils – improved outcomes.</p> | <p>Individual tracking data for each child shared with class teachers. Trained EAL TA to work with EAL pupils on arrival and during intervention time. Deploy 2xEAL TA's</p> <p>Introduction of 'NASSEA steps' to all teaching staff for accurate assessment of baseline and progress.</p> | <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.</p> | <p>Observations, tracking, talking to individuals, scrutiny of books and review of assessment information.</p> | <p>JA and KK</p> | <p>At the end of each half term</p> |
| <p>Improve language skills for pupils eligible for PP</p> | <p>Support staff, TAs and teachers running intervention groups in phonics and writing.</p> <p>Speech and Language support running programmes 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. 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> | <p>Improving reading is reviewed termly</p> <ul style="list-style-type: none"> · 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. | <p>RKa</p> | <p>End of each half term</p> |

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| <p>Improve home learning and ensure equality of opportunities for all</p> | <p>Support for school trips and extra curricular activities.</p> <p>Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books.</p> <p>Purchase MLS library software to allow pupils and families to loan books.</p> <p>Cost of family support officer.</p> <p>Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum.</p> | <p>Some pupils are at risk of being disadvantaged by parents not being able to support class trips/activities. 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>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 supported with cost of trips/visitors and activities. 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> <p>PP pupils and families encouraged to attend workshops in home language and use of pictorial teaching methods.</p> | <p>JM, JA, SA</p> | <p>End of each half term</p> |
| <p>Support for pupils Y1 to Y5 who do not have access to support/resources at home to complete homework.</p> | <p>Lunchtime homework clubs led by AHT's 2 x a week to allow pupils the time/space and resources to complete homework projects.</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>AHT's will lead this initiative and address any concerns and attendance issues</p> | <p>SA and RKi</p> | <p>Half termly</p> |

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| <p>Increased attendance rate</p> | <p>Chn and Families worker appointed. 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. Attendance boards displayed in every class. 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. EH form review meetings. Fortnightly meetings with Pupils and Families worker.</p> | <p>JA, VCP and all staff</p> | <p>Weekly monitoring and ongoing action as a result.</p> |
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| Total budgeted cost | £109,698 |
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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2016/17 | | |
| 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 pupils make good progress | Employ full time TAs to deliver interventions every afternoon. | Good progress made by pupils supported by TAs for interventions. PP pupils targeted for intervention support. | Due to the EAL needs of the pupils, the number of pupils 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 pupils make good progress | Deputy Principal to deliver maths interventions during leadership release time. | Good progress made by some pupils through use of the maths passports to across school. DP focused on development of specific interventions through purchased schemes. Good progress made by some pupils accessing the intervention schemes. | Maths passports were developed for use across school and demonstrated impact on learning for some pupils, however these where heavily time consuming and did not offer enough direct teaching. The decision to move away from maths passports and focusing more on targeted intervention has shown some good progress for pupils across school. | £4,000 |
| 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 |

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| 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 pupils. | Through pupil progress meetings, data from SPTO was used to track PP pupils and identify further support/concerns. In many cases, PP pupils made better progress than non PP pupils 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. New format for pupil progress meetings has been shared with staff and used for PP meetings. Staff are showing are stronger awareness of assessment in core subjects. This now needs to be imbedded to meet foundation and physical subjects too. | £1000 |
| 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 pupils. | PP pupils are not disadvantaged in any way for financial reasons in accessing trips and activities. All pupils have the same opportunities and enhancements to their learning. | The Principal has built in time for staff to plan trips/visitors and school activities in to year group LTPs. As a result we have had more trips and additional activities taking place. With the increase in pupil numbers and activities we have seen a rise in costs. Some of our disadvantaged pupils are not contributing to trips even though they are receiving PPGs. | £1000 |
| To ensure equality and raise the self esteem and confidence of pupils. | To provide a uniform kit to all new pupils joining the academy. | All pupils have a good quality uniform and all look the same. No pupils are left vulnerable from alienation from peers due to not fitting in appearance wise. | Despite providing the uniform some PP pupils in particular need further support in looking clean and tidy. From the next academic year we will not be providing the uniform service and this will be redirected to supporting our most disadvantaged pupils. This work will fall under the remit of oyr family support worker and will be dealt with on a pupil-by-pupil system. | £3200 |

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| <p>To improve attendance (inc PA) for the pupils living further away from school.</p> | <p>To provide a bus service to bring/drop off pupils living furthest away and who have previously had poor attendance.</p> | <p>Pupils using the bus have all shown improvements in attendance though in some cases it is still not enough. The PA pupils 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. The bus has continued to honour places for the current pupils. As we now only have 4 pupils accessing this service, we will not be continuing with this for the next academic year.</p> | <p>£33,000</p> |
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