# Essa Primary Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Essa Primary School |
| Number of pupils in school | 409 |
| Proportion (%) of pupil premium eligible pupils | 37.4% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Peter Stewart - Principal |
| Pupil premium lead | Jonathan Woodburn – Assistant Principal |
| Governor / Trustee lead | Nigel Whittle – Chair of Governors |

**Funding overview 2023-2024**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £180,420 |
| School Led National Tutoring Programme | N/A |
| **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 | £180,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Essa Primary School our intention is to ensure our disadvantaged pupils experience the highest quality of education. Irrespective of their background or challenges our pupils face, they able to make good progress and achieve well across the all-curriculum areas. Our disadvantaged pupils must be given the same opportunities as our non-disadvantaged pupils.  High-quality teaching is at the centre of our approach. We know that this is proven to have the greatest impact on closing the disadvantage attainment gap. This is a key element in wider school plans for educational improvement.  Our approach will be responsive to common challenges and individual needs of pupils, rooted in diagnostic assessment to improve outcomes.  To ensure our approach is effective we will:  • challenge disadvantaged pupils academic  • use intervention and external support where needs are identified.  • adopt a whole school approach to pupil premium in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what pupils can achieve.    Pupils will also have access to a variety of simulating educational experiences and will have the chance to visit places of culture, academic interest, and fun.  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.  We believe this will enable pupils to become active and socially responsible citizens of the future. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attainment in Reading, Writing and Maths. |
| 2 | Low attainment in Phonics for pupils meeting age related expectations for the Phonic Screening Check. |
| 3 | Limited opportunities for our pupils to develop into active young citizens to build leadership and aspiration. |
| 4 | Limited access to wider opportunities and financial barriers to learning and experiences. |
| 5 | Vulnerable Pupil Premium groups (INA, EAL and SEND) needs are often not met consistently. Children have less access to cultural experiences and so less understanding of the world. |
| 6 | Historically disadvantaged pupils enter Reception with lower levels of communication and language skills. Language in disadvantaged homes is often at deficit to non-disadvantaged peers. Reception have lower levels of attainment on entry. |

## 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.

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| Intended outcome | Success criteria |
| To improve outcomes for pupils in Reading, Writing and Maths at KS1. | Pupils achieve outcomes in-line with school targets or above, diminishing the gap between school and national average by the end of KS2.  The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in reading, writing and maths is narrowed because teaching is precise and of a high quality.  Wave 1 and 2 support enables INA children to make rapid progress in their language acquisition.  SEND support from QFT to intensive 1:1 ensures children will make sustained progress. |
| To further improve the percentage of pupils meeting the KS1 Phonics screening expectation to National Average of 85%. | Achieve at least 85% of pupils in Y1 pass the Phonic Screening Check. |
| To develop pupils numeracy skills to ensure that their arithmetic and times table knowledge will prepare pupils well for the next stage of education; enabling them to access the KS3 curriculum. | Pupils achieve outcomes in-line with school targets or above, diminishing the gap between school and national average by the end of KS2. |
| To develop leadership skills in our pupils that will develop their strengths as individuals and where children grow to be positive, active members of our community. | To develop a School Pupil Parliament that contains two opposing parties.  Pupils are able to voice their opinions, engage in leadership opportunities and develop the school environment. |
| To develop the curriculum where pupils can have a wide range of experiences without the financial barriers in education. | Pupil’s barriers to learning are identified and appropriate steps in place to overcome/minimise impact.  The % of PP pupils engaging in enrichment activities, including educational visits, after school enrichment clubs and before school clubs matches that of non-PP pupils. |

## 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: £50,420

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| Activity | Evidence that supports this approach | Challenge no’s addressed |
| Strategic Senior Leader (English, inclusion Maths, Phonics, behaviour, and wellbeing)  expertise in leading and  implementing high quality  teaching and learning across  all subjects.  High quality investment in  leaders and teachers in  supporting their career stage  development. | The greatest impact we can have on student outcomes links directly to the quality of teaching and learning within the classroom.  Our systems in place for support:   * Specific support for teachers * Weekly targeted staff training * Coaching - coaching for staff improvement, discussed weekly.   Evidence that supports this approach:   * ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ - Education Endowment * Foundation, Guide to the Pupil Premium (London: 2019) * EEF Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds. * EEF link to research (early language) * EEF research identifies high impact of phonics - EEF Phonics | 1, 2, 5 |
| High quality teaching and  learning CPD | High quality CPD enables staff to teach to the highest standard within the classroom.  Our systems in place for support:   * Weekly targeted staff training * Highly supportive training for Early Career Teachers in partnership with Teach First * Opportunity to undertake NPQ programmes at all levels. * Interventions and targeted support in place through weekly SLT meetings and distributed through Phase Leaders for teachers that need additional support within the classroom.   Evidence that supports this approach:   * ‘Research shows that quality professional development plays a fundamental role in a successful school: improving outcomes for pupils and teacher recruitment and retention’ - M Kraft, Can Professional Environments in Schools Promote Teacher Development? (Brown University: 2018) * The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. * Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF link – QFT | 1, 2, 5 |
| Enhancement of our  maths teaching and  curriculum planning in  line with DfE and EEF  guidance.   * Fund teacher release time to embed key elements of guidance in school (NCETM Developing Mastery project and to access Maths Hub resources and CPD (including Teaching for Mastery training where required). | 1, 2, 5 |
| High quality feedback for pupils raises standards in all subjects. | High quality feedback ensures that pupils maximise progress in all subjects.  Our systems in place for support:   * Feedback Policy * Quality assurance of the Feedback Policy * Weekly praise events such as PROUD * Targeted intervention for pupils based upon gaps identified through the Feedback Policy   Evidence that supports this approach:   * ‘the idea is that the feedback gives something to the learner to do so that the immediate reaction of the learner is to think’ – Dylan William, Assessment for Learning (New York:2006) * ‘Feedback, when conducted effectively, can lead to an average of eight additional months’ progress over the course of a year’ – Education Endowment Foundation, Teaching and learning toolkit: Feedback (London: September 2018) * ‘Feedback is a compelling influence on learner achievement. When teachers seek, what learners know, what they understand, where they make errors, when they have misconceptions, then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible – John Hattie, Visible Learning (Oxford: 2009) | 1, 2, 5 |
| Further develop phonics and reading and the environments to support this throughout school.  Pupils will engage with and read a broad and enriching range of fiction and non-fiction texts both for knowledge and pleasure, which align with at least their chronological reading age. | In addition to the continued development of quality Wave 1 teaching:   * 1:1 reading intervention (fluency and comprehension) * Phonics Keep up interventions daily. * Phonics Catch up intervention. * Decodable books that are consistent with developing phonetical knowledge. * Reading Strategy in place to provide targeted intervention for the weakest readers.   Evidence that supports this approach:   * Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. * Targeted phonics interventions have been shown * to be more effective when delivered as regular sessions over a period up to 12 weeks. * CPD is targeted following monitoring by the phonics lead. * Impact measured through half-termly tracking, re-grouping and monitoring. * <https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2> * <https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1> * <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2, 5 |

**Targeted academic support**

Budgeted cost: £46,000

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| Activity | Evidence that supports this approach | Challenge no’s addressed |
| Teaching Assistant’s to deliver targeted interventions to small groups and individuals based on pupil data. | Our systems in place for support:   * 4 x TA’s employed 0.5 to deliver learning programmes for core subjects, to improve outcomes for pupils. * 3 x HLTA employed equivalent to 1.4 FTE to deliver learning programmes for core subjects, to improve outcomes for pupils. * Training for teaching assistants to support the delivery of specific programmes. * Focus on progress of all SEND disadvantaged pupils within pupil progress meetings and agree intervention provisions where required.   Evidence that supports this approach:  (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.  (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. | 1, 2, 5, 6 |
| Provide additional interventions within the classroom to improve outcomes for identified pupils. | Specific, targeted interventions are in place for pupils within the classroom.   * Our systems in place for support: * Individual Support Plans * Small group intervention * Assessment system linked to summative testing.   Evidence that supports this approach:   * ‘High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress’ – Education Endowment Foundation, Recommendations (London: 2022) * EEF research shows moderate impact for Teaching Assistant interventions EEF Teaching Assistant Interventions | 1, 2, 5, 6 |
| **Attendance and Families**  Safeguarding and family manager employed to support vulnerable families and to monitor pupils and follow up quickly on absences.  For pupils who are presenting with financial difficulties i.e cannot purchase uniform; the school will provide support with this to ensure barriers like this are removed. | (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.   * 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 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. * 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. * 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.   (EEF +4 months)  Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:   * 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. | 4, 5 |
| Links with local Universities (Edge Hill and Liverpool Hope) provide staff and leader development through workshops and visits. | (EEF <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>)   * Supporting high quality teaching is pivotal in improving children’s outcomes. * Indeed, research tells us that high quality teaching can narrow the disadvantage gap. * Recent frameworks (e.g. ECT framework) exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. reflects this. | 1, 3, 4, 5 |

**Wider strategies**

Budgeted cost: £86,000

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| Activity | Evidence that supports this approach | Challenge number (s) addressed |
| Increase enrichment opportunities for the wider curriculum,  Subsidised breakfast club  and school clubs targeted towards PPG pupils. | EEF +3 months   * <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> * Increased number of after school clubs to support disadvantaged pupils including those who are high attainers. Allowing all children to have their lives enriched by choosing a club of their choice based on their interests and needs. * This is important for their emotional wellbeing. Internal assessments and discussions with families and the children themselves show this to be the case. * Extended school time encompasses purposeful changes to the school day or the school calendar. * This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional school programmes. * Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well qualified and well-trained staff. * Extra-curricular activities are an important part of education. | 3, 4. 5 |
| Employment of a Sport/PE HLTA. | 3, 4. 5 |
| Developing Learning environments to support KS2 learners needs transitioning to KS3. | Creating a new, well-organized learning environment for pupils has several positive effects on a pupil’s education and overall development. Here are some of the key benefits:   * Improved Focus and Concentration, * Increased Productivity: When pupils have access to well-organised materials and resources, they can complete tasks more efficiently. * Enhanced Motivation * Improved Learning Outcomes: When pupils have easy access to learning materials, textbooks, and resources, it becomes easier for pupils to secure information. This will lead to better retention of information and improved academic performance. * Positive Behaviour and Habits: A well-organised environment can encourage good habits such as tidiness, responsibility, and accountability. These habits can contribute to a positive classroom culture and standards of behaviour. * Personal Empowerment: When pupils have control over their learning environment, they develop a sense of ownership and empowerment over their education. This can boost self-esteem and confidence. | 1, 2, 3, 4, 5, 6 |
| Increase self-esteem,  resilience and ambition for  pupils and our families  for the future. Including parent workshops, stay and play, etc | We know that many disadvantage pupils have a limited understanding or exposure to career pathways. We believe this to be especially true in STEM subjects.  Our systems in place for support:   * Termly workshops for core subjects * Stay and Play sessions.   Evidence that supports this approach:  In December 2018 The Education Endowment Foundation research on ‘Working with Parents to Support Children’s Learning’ reviews the best available research to offer. | 1, 2, 5, 6 |
| Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. | 1, 2, 5, 6 |
| High quality interventions for behaviour and wellbeing, securing outcomes for disengaged pupils. | Supporting pupils social, emotional, and behavioural for behaviour and wellbeing, securing outcomes for disengaged pupils’ needs successfully is linked to positive outcomes.  Our systems in place for support:   * Inclusion meeting/Vulnerable register * HUB Club - Free/Subsidised Breakfast club * External Agency Support   Evidence that supports this approach:   * Research from the NFER shows that successful schools have effective behaviour strategies. * DCSF /University of Warwick report 2007 | 5 |
| Develop Pupil Leadership across the school to promote pupils who are actively engaged in their community. | * Education has a significant role to play to equip pupils with the skills they need to become active, responsible, and engaged citizens. * Building opportunities for early leadership within school increases student impact in the community. * Pupils active contribution leads to personal and social development, perceptions of self, their own abilities and curiosity about future opportunities.   Evidence that supports this approach:   * Thomson P (2012) Understanding, evaluating and assessing what pupils learn from leadership activities: Student research in Woodlea Primary. Management in Education Vol. 26(3), 96–103. * Trowler V (2013) Leadership practices for student engagement in challenging conditions. Perspectives, Policy and Practice in Higher Education, Vol. 17 (3): 91-95. London: Routledge. | 3, 4 |
| To develop a powerful strand of aspiration in pupils through learning about ‘achievers and leaders’ both from the past and present. | 3, 4, |

**Total budgeted cost: £180,420**