# 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

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| 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  (Additions to 2021/2022 in Blue)  2023/2024  (Additions to 2021/2022 in Green) |
| 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 2021-2022**

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| **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 |

**Funding overview 2022-2023**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £170,355 |
| School Led National Tutoring Programme | £19,926 DFE funding Additional school funding 13,284)  £33,210 |
| **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 | £203,565 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 belon 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.

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| 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.

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| 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: 74,000

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| Activity | Evidence that supports this approach | Challenge no’s addressed |
| **NTP Tutor Led Programme**  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.  (38,972)  (£33, 210 DFE and School) +  (Additional PPG £5762)  0.5 Teacher employed £19,144.74  0.2 Teacher employed £10,255.19  0.5 Teacher employed £9,572 | (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 |
| **Staff Development and CPD**  Provide CPD based on school priorities and individual staff development needs where required.   * + English Writing   + Mathematics   + Planning for progress   + Moderation of writing across the school.   2 members of staff to be trained as LA writing moderators. | * 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 |
| **Improving outcomes in WRITING**   * Editing stations in class further develop writing. * Displaying writing across the school supports raised attainment and expectations for each year group. * Vocabulary Ninja develops vocabulary throughout the school. * Writing Clubs take place for KS1 and KS2 that embed and enhance the curriculum. * Regular monitoring of writing and sharing of good practice. * Develop purposeful writing hooks to support the curriculum.   (£3000) | * 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. * Improvement of outcomes in writing is a priority across KS1 and KS2. |  |
| **STEM Subjects**  Continued raised awareness of STEM subjects across the school.  Pupil’s outcomes in science at KS1 and KS2 improved to narrow the gap between school and nation outcomes.   * Links with Essa Academy help provide pupils with the opportunity to experience high quality teaching and learning in purpose built scientific environments.   Increased engagement in STEM extra curriculum clubs across the year.   * Purchase of new STEM equipment/Resources. * Use of STEM ambassadors to raise aspiration and opportunity. * Links with Bolton university supports the development of STEM subjects and aspiration.   *(£1000)* | * STEM Ambassadors are volunteers from STEM related jobs and disciplines across the UK. We work with over 30,000 STEM Ambassadors from more than 2,500 different employers. They offer their time and enthusiasm to help bring STEM subjects to life, bringing a new and inspiring perspective to STEM lessons. * STEM Clubs are out-of-timetable sessions that enrich and broaden the curriculum, giving young people the chance to explore STEM subjects in less formal settings. Clubs are an important outlet to ignite new interest and to raise attainment through more imaginative and inventive teaching methods. |  |
| **Additional Academic Support**  Delivery of booster sessions to Y6 pupils before and after school in line with school priorities to improve school outcomes in core subjects.  Purchase of CGP books to support Teaching and Learning in booster sessions for Y6.  (£500)  Develop Saturday School to support with ‘catch up sessions’ for identified pupils.  (£4200)  Third space maths Intervention for PP children. 1-to-1 programme for Y5/Y6 pupils.  Third Space Learning 1:1 Tuition  *(Contract runs out December 2022)* | * The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. * In addition, programmes are more likely to have an impact on attainment than those that are solely academic in focus. * While the impact on academic attainment is, on average, positive, the cost of extending school times might mean that it is not a cost-effective approach to implement at the school level without additional funding. |  |
| **Development of an Immersion Room**  Enhancement room/Immersion room developed in school.   * Developed to support our disadvantaged pupils to gain the cultural capital that is often lacking.   Pupils using this room will have access to a variety of visual, audio and kinesthetic experiences.  Purchase of dedicated equipment to support the development of an emersion room in school.  *(£20,000)* | * Immersive rooms are the next generation of sensory and experiential learning for pupils, including those pupils with SEND. * Use of a Sensory room within the school environment will bring a level of flexibility to support our pupils both academically or sensory and experiences for pupil can be tailored to the needs of individuals, groups or classes. * We know at Essa our pupils often don’t have the experiences other children may have and by providing these experiences, even though digital and sensory means, pupils can enjoy, learn from and respond to them to improve their outcomes. |  |

**Targeted academic support**

Budgeted cost: £ *74,400*

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| Activity | Evidence that supports this approach | Challenge no’s addressed |
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| **Effective use of Support Staff**  4 x TA employed 0.5 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.   (30,000) | (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. | 3, 4, 5 |
| **Resourcing and Purchasing**  Purchase of additional ICT to support blended learning, accelerated reader, TTRS.  (£8,000)  Extending Class Libraries by purchasing class sets of English curriculum books linked to the curriculum across the school.  (£10,000) | * Blended learning in the school has become a staple diet of our pupils to access the curriculum both in school and at home. * Equipment is 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.  (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, 4, 5, 7  3, 7, 8 |
| **Essa Experience**  RockSteady – to deliver high quality music sessions (Including remote learning).  £900  Purchase of Theatrical Productions (Christmas Pantomime)  (£1000)  Support for school residential trips for pupil premium pupils.  (£6000)  Ensure all children have access to enrichment activities.  Essa Experience trips, visitors and extra-curricular activities are subsidised for pupil premium pupils.  (£7500) | * 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. * 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. * Pupils should not ‘miss out’ on these experiences due to financial barriers. * Our curriculum enables pupils to have a variety of memorable and educations excursions, trips, experiences, and visits.   We believe that these experiences inspire out pupils and encourage their future aspiration. | 7, 8, 5 |
| **Attendance and Families**  Safeguarding and family manager employed to support vulnerable families and to monitor pupils and follow up quickly on absences.  (£10,000)  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.  (£500)  Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum.  (£500) | (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. | 1, 6  8 |

**Wider strategies**

Budgeted cost: £*10,000*

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| Activity | Evidence that supports this approach | Challenge number(s addressed |
| After school homework clubs led by 2 x a week to allow pupils the time/space and resources to complete homework projects. | * 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 |
| 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.  Purchase of ‘Dojo Shop’ items to reward pupils for their positive behaviour.  James and Pebble - Therapy Dog  (£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 though 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 |
| * Improve outdoor environment for disadvantaged pupils.   (£20,000 - 2021-2022) | (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.   * 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 |
| Purchase of relevant and appropriate subscriptions to support the assessment and delivery of intervention sessions across the school for disadvantaged pupils.  GL assessment materials.   * CAT tests/dyslexia/dyscalculia * Purchase of AR Licence (Renaissance Learning 1 Year) * Purchase Aspire 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. * *(£5,000)* | Through pupil progress - identified needs; Continue to improve phonics, reading, spelling and maths through a whole school approach.   * 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 |

**Total budgeted cost: £ 158,400**