

| 1. Summary information | | | | | |
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| School | Essendine Primary School | | | | |
| Academic Year | 2017-2018 | Total PP budget | Total spend: £275,348 | Date of most recent PP Review | Sept 17 |
| | | £274,560 | | | |
| Total number of pupils | 434 | Number of pupils eligible for PP | 212 | Date for next internal review of this strategy | Dec 17 |

| 2. Current attainment | | |
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| Year 6 – 2016-2017 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % reaching age related expectations in Reading, Writing and Maths | 69% | 67% |
| % meeting standard or above in reading | 81% | 78% |
| % meeting standard or above in writing | 77% | 72% |
| % meeting standard or above in maths | 90% | 78% |

3. Barriers to future attainment (for pupils eligible for PP)

| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
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| A. | More able pupils in reading who are in receipt of pupil premium, do not always make as much progress as non-PPG pupils, although the % reaching the expected standard is above national. | |
| B. | Fewer PPG pupils achieve greater depth in reading at the end of key stage 1 than other pupils in the school, although the % is in line with national standards. | |
| C. | Current year 2 pupils are operating below the national average at the expected standard in all areas. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Limited access to wider life experiences and stimulation. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | All high ability pupils will achieve greater depth at the end of the year in reading at the end of key stage 2. | All disadvantaged more able pupils achieve greater depth in reading |
| B. | The reduce the in school gap between the number of pupils achieving greater depth in Reading at the end of key stage 1 | To reduce the gap between PPG and non-PPG to less than 10% |
| C. | To reduce the gap at the expected standard in all subjects in year 2. | To reduce the gap between PPG and non-PPG to less than 10% |
| D. | Provide a context for learning through an enriched curriculum. | Pupils make good progress across the range of curriculum subjects.. Writing has a context and pupils make good progress throughout the curriculum. |

5. Planned expenditure

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| Academic year | |
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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? |
|------------------------|--|---|---|--------------------|---|
| A,B,C | Additional teaching staff employed in order to reduce class sizes or create smaller teaching groups for English and Maths Years 1, 2, 5 and 6 | Smaller teacher led classes will provide effective universal provision for pupils and will enable targeted support for PP pupils. | Termly progress meetings | HT, DHT | Dec '17 March '18 July '18 |
| A,B,C | Ongoing staff training relating to reading, enquiry based learning, Prevent training, power of reading | Research has shown that teacher CPD has been shown as a significant factor in improving outcomes. This has been borne out in our own setting. Improved teacher knowledge and expertise has improved outcomes for all pupils year on year. | Termly reviews as well as the performance management process. | CPD leader and SLT | Dec '17 March '18 July '18 |
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Total budgeted cost £ 177, 456

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? |
|------------------------|---|--|--|-----------------------------|---|
| A | Additional support for more able pupils to ensure extension and stretch – 1:3 Maths, Reading and Writing | Extension and stretch activities provided for more able | Monitoring on a termly basis through data collection | HT and DHTs, PP Champion | Dec '17 March '18 July '18 |

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| A,B | Development of Beanstalk Reading – Increase in readers from 3 to 6 | Research shows that paired reading is one of the most effective non Teacher Interventions. Most pupils will be PP | Monitoring on a termly basis through data collection. Monitoring of Beanstalk Reading records. | HT and DHTs PP Champion | Dec '17 March '18 July'18 |
| A,B | Easter school | Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement. | Analysis of SATs results | HT and DHTs | July '18 |
| C | SALT screening, support and staff training | Many of the pupils, who enter the school in Reception and have not attended our nursery, are low in speaking and listening. SALT screening will form an important baseline followed by intervention to address issues. | Termly data collection | AHT inclusion | December 2017 |
| A,B,C | Early help | Some of our families need extra support in terms of attendance as well as other issues. A small group of year 6 pupils form a vulnerable group in terms of behaviour. Parents may need support with this, especially in transition to secondary school. | This will be reviewed on an ongoing basis. Vulnerable families will be identified and monitored for attendance and progress measures | HT, AHT for Inclusion | Ongoing |
| Total budgeted cost | | | | | £ 24,962 |
| 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? |
| A,B,C,D | Music teaching – individual intuition, small groups and choir | Many of our disadvantaged pupils have limited opportunity to take part in wider curricular experiences. Providing access to a wide range of musical tuition benefits our pupils greatly in terms of self – confidence, which has a positive effect on academic achievement. | This will be monitored termly through observations and discussion with pupils. | DHT – curriculum PP Champion | Dec '17 March '18 July'18 |

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| D | Subsidised trips and visits (including year 6 residential), workshops and performance | Our pupils need a context for learning and a stimulus to trigger their interest. We feel that this will have a significant impact on greater depth readers throughout the School | Each trip or visit will be evaluated according to its effectiveness. | Creative curriculum lead and DHT - Curriculum | Dec '17 March '18 July '18 |
| D | Continue to improve and maintain the quality of the learning environment and development of the specialist teaching facility. (The Hub) | This provides support for social and emotional needs. Self referral to the Hub will provide pupils to access pastoral support on a needs basis. | Targeted pupils will be tracked through data collection cycles and Start and finish Questionnaires. Reduced number of behavioural incidents recorded | DHT, Inclusion Champion | Dec '17 March '18 July '18 |
| A,B,C | Heavily subsidised breakfast and after school clubs | Some pupils have limited access to wider experiences which school clubs will be able to provide. This means that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils arrive at school on time and have breakfast, meaning that they are better placed to access the curriculum through higher concentration levels and greater emotional stability. | Outcomes and attendance for those pupils will be tracked on a termly basis | PP Champion | Dec '17 March '18 July '18 |
| A,B,C,D | Working with specialist play providers | We will enrich the Playtime experience for pupils by providing access to a variety of stimulating activities with a focus on creativity and social Inclusion. | Behaviour will be monitored weekly, and School Council will provide pupil evaluation of the project. | PP Champion Behaviour Lead | Dec '17 March '18 July '18 |
| A,B,C | Employment of Professional Child Counsellor | Weekly self referred counselling sessions for pupils will provide an important focus on child mental health. | Counsellor will provide data on a termly basis. | Counsellor, PP Champion. | Dec '17 March '18 July '18 |
| A,B | Author led Book club Incorporate within beanstalk readers | Weekly club during curriculum time with an established children's author targeted towards year six greater depth readers as per SIP. | Monitoring on a termly basis through data collection | DHT | Dec '17 March '18 July '18 |

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| A,B and C | Purchase of software investment for site licences | <p>Opportunities for pupils to practice skills – individualised learning through Lexia and Sam learning programmes</p> <p>Pupils are able to identify areas for development and take responsibility for their own learning</p> <p>Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are maintained</p> | <p>Monitoring will be carried on a termly basis through data collection</p> <p>Communication between school and home will be maintained at a high level.</p> | PP champion DHTs | Dec '17 March '18 July '18 |
| Total budgeted cost | | | | | £72,930 |