Esh C of E (Aided) Primary School Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Esh Church of England (Aided) Primary School				
Academic Year	2020-21	Total PP budget	£24415	Date of most recent PP Review	April 2020
Total number of pupils	97	Number of pupils eligible for PP	16	Date for next internal review of this strategy	April 2022

Phonics Data

Year 1 Phonics Test												
	2017				2018				2019			
	Cohort	School	National	Difference	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	100%	70%	+30%	0	0%	70%	-	1	100%		
Other	12	83%	83%	0%	10	90%	84%	+6%	14	86%		
Gap		+17%	-13%	%		-	-14%			+14%		

Key Stage 1 Data

	% achieved Expected				% achieved Greater Depth			
KS1 Reading	2017							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	63%	-63%	1	0%	13%	-13%
Other	14	86%	79%	+13%	14	36%	27%	+9%
Gap		-86%	-16%			-36%	-14%	

	% achieved Expected				% achieved Greater Depth			
KS1 Reading	2018							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	60%	-60%	1	0%	29%	-29%
Other	12	83%	78%	+5%	12	25%	29%	-4%

Gap		-83%	-18%				-25%	=	

	% achieved Expected				**% achieved Greater Depth**				
KS1 Reading	2019								
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	3	67%	62%	+5%	3	0%	14%	-14%
Other	12	83%	78%	+5%	12	33%	28%	+5%
Gap		-16%	-16%				-33%	-14%	

	% achieved Expected				**% achieved Greater Depth**				
KS1 Writing	2017								
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	53%	-53%	1	0%	7%	-7%
Other	14	79%	73%	+4%	14	14%	15%	-1%
Gap		-79%	-20%				-14%	-8%	

	% achieved Expected				**% achieved Greater Depth**				
KS1 Writing	2018								
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	53%	-53%	1	%	18%	+15%
Other	12	83%	73%	+10%	12	25%	18%	+7%
Gap		-83%	-20%				+8%	=	

	% achieved Expected				% achieved Greater Depth			
KS1 Writing	2019							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	3	67%	55%	+12%	3	0%	7%	-7%
Other	12	75%	73%	+2%	12	0%	17%	-17%
Gap		-8%	-18%					

	% achieved Expected				% achieved Greater Depth			
KS1 Maths	2017							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	60%	-60%	1	0%	10%	-10%
Other	14	86%	77%	+9%	14	29%	20%	+9%
Gap		-86%	-17%			-29%	-10%	

	% achieved Expected				% achieved Greater Depth			
KS1 Maths	2018							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	1	0%	61%	-61%	1	0%	25%	-25%
Other	12	83%	79%	+4%	12	33%	25%	+8%
Gap		-83%	-18%			-33%	=	

	% achieved Expected				% achieved Greater Depth			
KS1 Maths	2019							
	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged	3	33%	63%	-30%	3	0%	12%	-12%
Other	12	83%	79%	+4%	12	33%	24%	+9%
Gap								

Key Stage 2 Data

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 Reading						2017							
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.7	-	-	53%	-	-	10%	-	-	101	
Other	14	7.6	0.3	+7.3	93%	71%	+22%	64%	23%	+41%	111.6	105	+6.6
Gap		-	-1.0		-	-18%		-	-13%		-	-4	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 Reading						2018							
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.8	-	-	60%	-	-	16%	-	-	106.1	-
Other	13	3.4	0.2	+3.2	92	78%	+14%	46%	30%	+16%	107.2	106.1	+1.1
Gap		-	-1.0		-	-18%		-	-14%		-	=	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 Reading						2019							
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	2	-4.5	-0.6	-3.9	50%	62%	-12%	0%	17%	-17%	97	102	-5
Other	8	3.4	0.3	+3.1	100%	78%	+22%	38%	31%	+7%	108.4	105	+3.4
Gap		-7.9	-0.9		-50%	+16%		-38%	+14%		-11.4	-3	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 Writing						2017							
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.3	-	-	64%	-	-	8%	-			
Other	14	2.4	0.2	+2.2	86%	78%	+8%	29%	18%	+11%			
Gap		-	-0.5		-	-14%		-	-10%				

		Progress			**% achieved Expected**			**% achieved Greater Depth**			**Average Score**		
KS2 Writing							2018						
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.7		-	63%	-	-	10%	-10%			
Other	13	2.9	0.1	+2.8	85%	81%	-1%	31%	22%	+9%			
Gap			-0.8		-	-18%		-	-12%				

		Progress			**% achieved Expected**			**% achieved Greater Depth**			**Average Score**		
KS2 Writing							2019						
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	2	3.3	-0.5	+3.8	100%	68%	+32%	0%	11%	-11%			
Other	8	0.7	0.3	+0.4	75%	83%	-8%	38%	24%	+14%			
Gap		+2.6	-0.8		+25%	-15%		-38%	+13%				

		Progress			**% achieved Expected**			**% achieved Greater Depth**			**Average Score**		
KS2 Maths							2017						
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.6	-	-	63%	-	-	13%	-	-	102	-
Other	14	6.9	0.3	+6.3	93%	80%	+13%	64%	27%	+37%	110.9	105	+5.9
Gap		--	-0.9	-	-	-17%		-	-14%		--	-3	

		Progress			**% achieved Expected**			**% achieved Greater Depth**			**Average Score**		
KS2 Maths							2018						
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0	-	-0.8	-	-	59%	-	-	28%	-	-	105.4	-
Other	13	4.0	0.2	+3.8	85%	78%	+7%	46%	28%	+18%	107.3	105.4	+1.9
Gap		-	-1.0		-	-19%		-	=		-	=	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 Maths								2019					
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	2	-0.9	-0.7	-0.2	50%	68%	-18%	0%	16%	-16%	101.5	103	-1.5
Other	8	1.5	0.3	+1.2	100%	83%	+17%	25%	31%	-6%	107	106	+1
Gap		-2.4	-1		-50%	+15%		-25%	-15%		-5.5	-3	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 GPS								2017					
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0				-	61%	-	-	14%	-	-	104	-
Other	14				100%	77%	+23%	64%	26%	+38%	112.6	107	+5.6
Gap					-	-16%		-	-12%		-	-3	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 GPS								2018					
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	0				-	63%	-	-	21%	-	-	104	-
Other	13				92%	80%	+12%	62%	37%	+25%	110.8	108	+2.8
Gap					-	-17%		-	-16%		-	-4	

		Progress			% achieved Expected			% achieved Greater Depth			Average Score		
KS2 GPS								2019					
	Cohort	School	National	Difference	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	2				100%	68%	+32%	0%	25%	-25%	102.5	104	-1.5
Other	8				100%	83%	+17%	38%	40%	-2%	107.8	107	+0.8
Gap						-15%	-15%	-38%	-15%		-5.3	-3	

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Some disadvantaged children did not achieve expected standard in reading in KS1
B.	Some disadvantaged children did not achieve expected standard in maths in KS1
C.	Some disadvantaged children did not achieve expected standard in writing in KS1
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Some Pupil Premium pupils have limited life experiences and lack opportunities to attend activities or visits outside school
E.	Social and emotional barriers to learning impacting on concentration, confidence and self-esteem.

3. Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
A. Decrease the gap between pupil premium and non-pupil premium children in reading across the school.	Pupils eligible for disadvantaged children will receive bespoke interventions, planned by the class teacher to narrow the gaps in learning. This will narrow the gap between disadvantaged children and 'others' to ensure they make progress to achieve above end of year expectations by the end of the year.
B. Decrease the gap between pupil premium and non-pupil premium children in writing across the school.	Pupils eligible for disadvantaged children will receive bespoke interventions, planned by the class teacher to narrow the gaps in learning. This will narrow the gap between disadvantaged children and 'others' to ensure they make progress to achieve above end of year expectations by the end of the year.

C.	Decrease the gap between pupil premium and non-pupil premium children in maths across the school.	Pupils eligible for disadvantaged children will receive bespoke interventions, planned by the class teacher to narrow the gaps in learning. This will narrow the gap between disadvantaged children and 'others' to ensure they make progress to achieve above end of year expectations by the end of the year.
D.	Provide additional opportunities to enrich the curriculum and enhance pupil experiences	Knowledge and understanding of the world through visiting a different location. Improve resilience by staying away from home and completing the physical and emotional challenges presented by the activities. Supports development of key literacy skills – speaking and listening and writing through follow up work. Range of new experiences: developing knowledge and understanding of the world.
E.	Provide additional opportunities and access to social, emotional and well being support for pupils, including Relax Kids.	Happy, confident pupils who are able to overcome any difficulties present or arising in their lives. This will narrow the gap between emotional support available for disadvantaged children and 'others' to ensure equal opportunity for all.

4. Review of expenditure				
Previous Academic Year		**2018 – 2019**		
i. Quality of teaching for all				
Intended outcome	**Action**	**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**
A. Improve % of disadvantaged children achieving expected standard in reading in KS1 B. Improve % of disadvantaged children achieving expected standard in writing in KS1	The use of an HLTA will allow support for staff in raising standards in teaching and learning and provide small group tuition.	67% of PP children achieved expected standard in reading in KS1. Having HLTA working in class allowed the group to be split in different ways. Along with targeted group support, Y2 and Y3 could be taught separately allowing all children to benefit from use of additional adult. 67% of PP children achieved expected standard in writing in KS1. HLTA and class teacher provided focussed interventions including handwriting to help support writing stamina.	HLTA will continue working in Class 2 to support NQT	£12,340

C. Improve % of disadvantaged children achieving expected standard in maths in KS1	We will subsidise the cost of teaching assistants working in KS1. This will allow us to raise attainment in maths at KS1 and to increase % achieving GD reducing the gap between 'other' children in the school and 'other' disadvantaged children nationally.	The use of teaching assistants across KS1 allows for targeted intervention at an early age before gaps begin to widen.	More training for support staff in maths mastery principles would enable them to further support the work of class teachers.	£5000

ii. Targeted support				
Intended outcome	**Action**	**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**
A. Improve % of disadvantaged children achieving Expected in maths at KS2. B. Improve % of disadvantaged children achieving greater depth in reading, writing and GPS	Teachers will plan interventions for TA's to support the progress of the children and narrow the gap. This will ensure all children make progress and PP children reach ARE. The use of an additional teacher will allow the SLT to support staff in raising standards in teaching and learning and provide small group tuition. To raise attainment at in maths, reading and writing to at least in	2 disadvantaged children in Year 6 2019. 1 achieved expected standard in all subjects. Both achieved expected standard in GPS. Additional teacher in mixed age Year 4/5 class was used to good effect. The class could be split alongside smaller target group work for reading. Internal data shows a greater number of children in Year 5 are now on track to achieve age-related – expectations in Year 6. All children benefited from smaller group sizes.	Given the specific needs of pupil premium children in the upper end of the school, additional teacher will still be used. Some children may benefit from a more bespoke programme.	

iii. Other approaches				
Action	**Intended outcome**	**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**
Pupils have access to: subsidised visits and residential opportunities, science workshops and a range of in/ out of school visits and workshops based around topics.	Provide additional opportunities to enrich the curriculum and enhance pupil experiences	Increased confidence and collaborative learning. Allowing Pupil Premium children to thrive in a non-classroom environment, bringing out other strengths. Teamwork and life skills gained through range of adventurous activities. Positive self-image. Financial support with wrap-around care helps to improve attendance and keep overall absences rates lower than national for pupil premium children. 5% for 18-19 compared to 7.3% nationally. Enriched experience of the curriculum. Allowing for different ways of learning outside of the classroom environment. Deeper understanding of topics gained.	This policy will continue so all children have the same opportunities Continue due to positive impact on attendance Continue to subsidise pupil premium children but try to spread out timings of trips to support parents with more than one child in school.	Residential £720 School visits £100 Breakfast Club £500 After School Clubs/activities £500 Creative Week Activities £1000 Transport for educational visits £500

5. Planned expenditure						
Academic year		2019 - 2020				
i. Quality of teaching for all						
Intended outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Cost**	**When will you review implementation?**
Decrease the gap between pupil premium and non-pupil premium children in reading across the school. Decrease the gap between pupil premium and non-pupil premium children in writing across the school.	NQT – bespoke programme of CPD/support from mentor/access to county training RQT – continuous development of subject knowledge through CPD and subject leadership	Ensuring all children have access to high-quality teaching and a high-quality teacher is our key priority for pupil premium. Investing in training for early-career teachers will ensure they receive appropriate support and develop as professionals. RQT also completing Forest-School training to help develop the use of outdoor environments in school an provide additional ways to engage children of all interests and backgrounds.	Learning walk/work scrutinies/lesson observations/external validation	HT/Deputy Head/NQT Mentor	£2000	Spring Half-term 1

Decrease the gap between pupil premium and non-pupil premium children in maths across the school.	Continuing access to TRG Mastery Workgroups.	Teaching for mastery continues to be embedded across the school. Continuing to access the group after initial training helps to further upskill new members of staff and develop a whole-school cohesive approach that will benefit all pupils. A new maths lead is in place and this supports her development in leading improvement across the school.	Feedback and staff training. Monitoring reports	HT	£1000	Summer Term
Total budgeted cost (i and ii)					£3000	

ii. Targeted support						
Intended outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Cost**	**When will you review implementation?**
Decrease the gap between pupil premium and non-pupil premium children in maths across the school.	1:1 Catch-Up Numeracy Programme in Year 3	Targeted programme that highlights specific weakness and provides twice-weekly sessions to address these.	Termly monitoring of progress data through maths lead.	Maths co-ordinator	£0	Summer Term
Decrease the gap between pupil premium and non-pupil premium children in maths and reading across the school.	Intervention Teacher in Class 3 and 4 to support small group interventions.	Helped to reduce gaps last year. This year we will continue using the teacher but target smaller groups for specific reading comprehension skills. We will also carry out fluid same-day maths interventions which can be used with any children who have struggled to understand maths concepts taught in the morning.	Observations/work scrutinies/learning walk/termly review of data.	Maths co-ordinator English Co-ordinator	£6000	Termly

| Decrease the gap between pupil premium and non-pupil premium children in writing and reading across the school. | Teaching Assistant support for targeted interventions in Early Years/Class 1. | Identifying and addressing issues early, allows us to stop gaps from developing as children move through the school. | Observations/work scrutinies/learning walk/termly review of data. | Deputy Headteacher

Subject leaders | £10240 | Summer Term |
| --- | --- | --- | --- | --- | --- | --- |
| **Total budgeted cost** (i and ii) | | | | | £19240 | |

iii Other approaches						
Intended outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Cost**	**When will you review implementation?**
Improve life experiences of Pupil Premium children. **Support good attendance of pupil premium children.**	Financial support for residential visit. (Full payment £200 x 4) Financial support for FSM and service premium pupils to attend Breakfast Club and Tea Club Financial support for FSM and service premium pupils to attend after school clubs and visits Supplement for Creative Week opportunities and activities	Increased confidence and collaborative learning. Allowing Pupil Premium children to thrive in a non-classroom environment, bringing out other strengths. Teamwork and life skills gained through range of adventurous activities. Positive self-image. Financial support with wrap-around care helps to improve attendance and keep overall absences rates lower than national for pupil premium children. Enriched experience of the curriculum. Allowing for different ways of learning outside of the classroom environment. Deeper understanding of topics gained.	Monthly monitoring of attendance Monitoring of attendance at clubs Feedback questionnaires from parents/pupils	HT	Residential £1000 School visits £500 Breakfast Club £500 After School £500 Clubs/activities £500 Experiences in school £1000	Termly

Improve pupils' interaction with others and self-management of emotions. Increase pupil confidence in own skills.	Access to Educational Psychologist self-esteem and counselling sessions.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data. Monitoring of well- being after counselling sessions Written feedback	HT Class teachers Senco	£1000 – including training for school staff	Termly
					Total budgeted cost (iii)	£5000
					Total overall cost (i and ii and iii)	£24240