

## Appendix 2

### Essex Primary School

#### Pupil Premium Analysis 2017-18 (Spring Term Update)

Summary information					
Academic Year	2017-18	Total PP budget	£355,660	Date of most recent PP Review	Nov 2017
Total number of pupils	941	Number of pupils eligible for PP Looked After Children (LAC)	239 2	Date for next internal review of this strategy	July 2018

1. Current attainment (2016-17) – Unvalidated KS 1 Data (ASP)				
	Percentage of pupils on Pupil Premium	Percentage of Essex pupils (all) achieving Expected standard or above	Percentage of Essex PP pupils achieving Expected standard or above	Percentage of National PP pupils achieving the Expected standard or above
Reading	37.8 %	80%	79%	79%
Writing	37.8%	74%	77%	72%
Maths	37.8%	80%	85%	79%

Current attainment (2016-17) – Unvalidated KS 2 Data (ASP)						
	Percentage of pupils on Pupil Premium	Percentage of Essex pupils (all) achieving Expected standard or above	Percentage of Essex PP pupils achieving Expected standard or above	Percentage of National PP pupils achieving the Expected standard or above	Average Scaled Score Essex PP pupils (NA – PP)	Progress
Reading	43%	57%	54%	77%	101.6	1.06
Writing	43%	73%	72%	78%	N/A	2.02
Maths	43%	75%	65%	80%	102.6	1.22

## 2. Barriers to future attainment for pupils eligible for PP

<b>A.</b>	English as an additional language (EAL)
<b>B.</b>	Speech and language, Special Educational Needs (SEND), ASD
<b>C.</b>	Parental Engagement
<b>D.</b>	High Mobility and mid phase admissions
<b>E.</b>	Housing and safeguarding concerns

## 3. Desired outcomes

<b>A.</b>	Close the attainment gap between those eligible for PP and those not – Measure through termly data analysis, pupil voice, monitoring of lessons and pupil progress meetings
<b>B.</b>	Maximum possible progress for SEND pupils- Measure through termly data (MAPP/ P-scales), pupil progress meetings, pupil voice and observations
<b>C.</b>	Engage families (parents / Carers) and provide extended provision – Measure through parent questionnaires, pupil attendance and punctuality data, parent evening and parent workshop attendance, end of year outcomes, pupil progress meetings

4. Planned expenditure			
Quality of teaching for all			
Desired outcome	Approach Rationale and Ensure implementation	Staff lead	Review and Impact March 2018
<p>Improve attainment in Reading</p> <p>To ensure that the standard of teaching of Reading is raised, and attainment for pupils are in line with or above national standards</p>	<ul style="list-style-type: none"> <li>▪ Reciprocal Reading training for all staff (CPD)</li> <li>▪ Ensure all staff consistently using the strategies for Reciprocal Reading in all curriculum subjects</li> <li>▪ English workshops for parents in all year groups</li> <li>▪ Purchase high quality text for all curriculum areas and encourage reading in all subjects</li> <li>▪ To introduce a peer reading scheme in KS2 to improve attainment and also to enable more boys to be engaged in reading</li> <li>▪ Local and school library visits</li> <li>▪ Qualified teacher to identify Dyslexia</li> <li>▪ Brilliant Club</li> <li>▪ Summer Reading Challenge</li> </ul>	AK/ DT	<p><u>Spring term</u></p> <p>Learning walks demonstrate high quality RR sessions. All workshops for parents delivered with positive feedback. Reading text purchased and being used.</p>
<p>Improve attainment in Writing</p>	<ul style="list-style-type: none"> <li>▪ High quality English lessons with a greater focus modelling writing</li> <li>▪ Ongoing staff CPD</li> <li>▪ Half termly whole school writing task followed by moderation of writing to ensure consistency and progression across school</li> <li>▪ High focus on hand writing (Penpals hand writing scheme)</li> <li>▪ Writing planning linked with topic them</li> <li>▪ EMA projects for Writing</li> </ul>	AK/ DT	<p>Inset delivered on handwriting, book scrutiny shows progress.</p>
<p>Improve attainment in Maths</p>	<ul style="list-style-type: none"> <li>▪ Implementation of Maths No Problem in years 1, 2 and 3</li> <li>▪ Implementation of Maths Mastery Approach in years 4, 5 and 6</li> <li>▪ Ongoing Staff CPD</li> <li>▪ Pupil involvement in Maths competitions</li> <li>▪ Maths Workshops for Parents in all year groups</li> </ul>	FK/JA/MZ	<p>Spring Maths results/data demonstrate very good progress and attainment (on track to meet end of Year targets)</p>

<p>Improve Speaking and listening skills</p>	<ul style="list-style-type: none"> <li>▪ Box Clever in EYFS</li> <li>▪ S&amp; L therapist support</li> <li>▪ S&amp;L interventions</li> <li>▪ Use of EMA strategies (Speaking frames) in lessons</li> <li>▪ Debating Club</li> <li>▪ Speak up – strategy</li> <li>▪ Target Pupils with communication needs</li> <li>▪ Develop Earliest intervention practice</li> <li>▪ Ensure consistency from all staff in the teaching and learning of communication skills.</li> </ul> <p>LEGs – Language Enrichment Groups</p>	<p>AI/CM/RC</p>	<p>LEGs – good progress (in SEND report Spring)          Lego Therapy/          Attention Autism – impact following exit data at end of Spring 2          Teaching Children to Listen Programme in Year 1 (impact data to come after programme finishes in Spring 2)          Box Clever – good progress (in SEND report Spring)          Wave 3 literacy-progress in SEND report Spring</p>
<b>Total budgeted</b>			<b><u>£112,015</u></b>
<b>Targeted support</b>			
<b>Desired outcome</b>	<b>Approach Rationale and Ensure implementation</b>	<b>Staff lead</b>	<b>Review and Impact</b>
<p>Narrow the achievement gap of PP pupils in reading, writing and Maths</p>	<ul style="list-style-type: none"> <li>▪ Small group English and Maths sessions in some year groups taught by AHTs/DHTs</li> <li>▪ English PHD graduate teaching Y5 &amp; 6 English sessions and reading on 1:1 basis</li> <li>▪ English Graduates teaching small group sessions for reading in year 1 &amp; 2</li> <li>▪ Saturday School for Year 2 and Year 6</li> <li>▪ PHD Graduate to work on a project with HA pupils (Spring term)</li> <li>▪ Specialist to work on GPS in year 6 (Spring term)</li> <li>▪ Reading Recovery teacher working with Year 1 &amp; 2</li> </ul>	<p>RAC/AI/CM</p>	<p>Spring data shows good progress and attainment for all groups  <b>Note: Refer to Spring Data Analysis – Whole School.</b></p>
			<b><u>£219,121</u></b>

<b>i. Other approaches</b>			
<b>Desired outcome</b>	<b>Approach Rationale and Ensure implementation</b>	<b>Staff lead</b>	<b>Review and Impact</b>
Increased resilience of pupils (SEMH) and raised attainment and progress levels	<ul style="list-style-type: none"> <li>▪ School counsellor works with pupils on 1:1 level and runs small group drama sessions to meet the needs of pupils experiencing behavioural, social and /or emotional difficulties</li> <li>▪ School counsellor supports parents/families</li> <li>▪ Smooth transition to Secondary school</li> </ul>	TD/CM/RC	<p>Evaluation notes from school counsellor shows good impact on SEMH from 1:1 counselling sessions and Drama Therapy groups.</p> <p>HeadStart programme (Champion and Bounceback interventions) baseline and exit data available from Champions showing positive impact, Bounceback intervention currently ongoing.</p>
Further develop behaviour for learning – Pastoral support	<ul style="list-style-type: none"> <li>▪ LMs (Learning Mentors) to monitor behaviour for learning and removing barriers to learning.</li> <li>▪ LMs to work with Vulnerable families.</li> <li>▪ LMs to monitor pupil's well-being and raising family aspirations.</li> </ul>	TD/SM	<p>Early Help Records started for vulnerable families and reviewed regularly with children, parents and external agencies where required.</p> <p>Triple P programme underway for parents and other sessions arranged for parents of SEND children.</p>
Educational visits accessible to all pupils. Experiences for pupils to broaden and enhance the curriculum.	<ul style="list-style-type: none"> <li>▪ Subsidising Educational Visits eg. Fairplay House, visit to Cambridge University</li> <li>▪ Pupils should not be omitted from educational visits based on financial reasons</li> </ul>	AI/CM/RC	Y3 Pupils visited Barley and Barkway school on 8 <sup>th</sup> March, to experience lambing.

Pupils to gain musical and performance confidence	<ul style="list-style-type: none"> <li>▪ Music Projects planned and implemented by Class teachers and experienced Musicians</li> <li>▪ Pupils work with Musicians to develop musical skills and develop confidence</li> <li>▪ Pupils develop performance skills and perform to Parents</li> </ul>	CM/RC	Pupils developed team building skills, perseverance, music and drama skills. Music projects Black History Month (Y4 ) & Mother Tongue Day (KS1)
<b>Total budgeted</b>			<b><u>£63,000</u></b>

Total Costing = £112,015 + £219,121 +£63,000 = £394,136 (This is over and above the PP Budget)