

Appendix 2

Essex Primary School

Pupil Premium Analysis 2017-18 (Summer Term Update)

Summary information					
Academic Year	2017-18	Total PP budget	£355,660	Date of most recent PP Review	Sept 2018
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	Nov 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

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

3. Desired outcomes

A.	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.	Maximum possible progress for SEND pupils- Measure through termly data (MAPP/ P-scales), pupil progress meetings, pupil voice and observations
C.	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 Sept 2018															
<p>Improve attainment in Reading 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"> ▪ Reciprocal Reading training for all staff (CPD) ▪ Ensure all staff consistently using the strategies for Reciprocal Reading in all curriculum subjects ▪ English workshops for parents in all year groups ▪ Purchase high quality text for all curriculum areas and encourage reading in all subjects ▪ To introduce a peer reading scheme in KS2 to improve attainment and also to enable more boys to be engaged in reading ▪ Local and school library visits ▪ Qualified teacher to identify Dyslexia ▪ Summer Reading Challenge 	AK/ DT	<p><u>Spring term</u> Learning walks demonstrate high quality RR sessions. All workshops for parents delivered with positive feedback. Reading text purchased and being used.</p> <p><u>Summer term</u> <u>KS2 attainment & Progress (Contextualised)</u> * Please note 2018 Results are unvalidated for end of Keystages:</p> <table border="1" data-bbox="1435 528 1865 644"> <thead> <tr> <th>Reading</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>61%</td> <td>72%</td> </tr> <tr> <td>Greater Depth</td> <td>13%</td> <td>26%</td> </tr> </tbody> </table> <p>2018 Combined RWM</p> <table border="1" data-bbox="1435 715 2114 852"> <thead> <tr> <th>Disadvantaged NA at ES</th> <th>Disadvantaged LA (Newham) at ES</th> <th>Disadvantaged School at ES</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>72</td> <td>60</td> </tr> </tbody> </table> <p><u>Reading progress at KS2 (Disadvantaged)</u> 1.0 compared to all pupils at -0.6</p> <p><u>KS1 Reading data 2018 (Disadvantaged)</u> 74% Reading at ES compared to Newham at 78%</p>	Reading	2017	2018	Expected	61%	72%	Greater Depth	13%	26%	Disadvantaged NA at ES	Disadvantaged LA (Newham) at ES	Disadvantaged School at ES	48	72	60
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Improve attainment in Writing

- High quality English lessons with a greater focus modelling writing
- Ongoing staff CPD
- Half termly whole school writing task followed by moderation of writing to ensure consistency and progression across school
- High focus on hand writing (Penpals hand writing scheme)
- Writing planning linked with topic them
- EMA projects for Writing

AK/ DT

Whole School data – 2017-18

Writing	Expected	Greater Depth
Year 6	81%	18%
Year 5	78%	20%
Year 4	78%	23%
Year 3	75%	22%
Year 2	75%	19%
Year 1	80%	18%

KS2 attainment & Progress (Contextualised)

* Please note 2018 Results are unvalidated for end of Keystages:

GPS	2017	2018
Expected	74%	87%
Greater Depth	30%	35%

Writing progress at KS2 (Disadvantaged)

3.0 compared to Newham at 1.7

<p>Improve attainment in Maths</p>	<ul style="list-style-type: none"> ▪ Implementation of Maths No Problem in years 1, 2 and 3 ▪ Implementation of Maths Mastery Approach in years 4, 5 and 6 ▪ Ongoing Staff CPD ▪ Pupil involvement in Maths competitions ▪ Maths Workshops for Parents in all year groups 	<p>FK/JA/MZ</p>	<table border="1" data-bbox="1435 105 1865 400"> <thead> <tr> <th>Maths</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>77%</td> <td>20%</td> </tr> <tr> <td>Year 5</td> <td>81%</td> <td>23%</td> </tr> <tr> <td>Year 4</td> <td>77%</td> <td>23%</td> </tr> <tr> <td>Year 3</td> <td>80%</td> <td>24%</td> </tr> <tr> <td>Year 2</td> <td>79%</td> <td>24%</td> </tr> <tr> <td>Year 1</td> <td>83%</td> <td>19%</td> </tr> </tbody> </table> <p><u>KS2 attainment & Progress (Contextualised)</u> * Please note 2018 Results are unvalidated for end of Keystages:</p> <table border="1" data-bbox="1435 536 1865 652"> <thead> <tr> <th>Maths</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>Greater Depth</td> <td>21%</td> <td>23%</td> </tr> </tbody> </table>	Maths	Expected	Greater Depth	Year 6	77%	20%	Year 5	81%	23%	Year 4	77%	23%	Year 3	80%	24%	Year 2	79%	24%	Year 1	83%	19%	Maths	2017	2018	Expected	74%	82%	Greater Depth	21%	23%
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<p>Improve Speaking and listening skills</p>	<ul style="list-style-type: none"> ▪ Box Clever in EYFS ▪ S& L therapist support ▪ S&L interventions ▪ Use of EMA strategies (Speaking frames) in lessons ▪ Debating Club ▪ Speak up – strategy ▪ Target Pupils with communication needs ▪ Develop Earliest intervention practice ▪ Ensure consistency from all staff in the teaching and learning of communication skills. <p>LEGs – Language Enrichment Groups</p>	<p>AI/CM/RC</p>	<p>LEGs – good progress (in SEND report summer)</p> <p>Teaching Children to Listen Programme in Reception (impact data in SEND file shows increase in children having adequate listening skills/decrease insignificant difficulties post intervention)</p> <p>Box Clever/Wave 3 Literacy – good progress (in SEND report summer)</p>																														
<p>Total budgeted cost</p>			<p><u>£112,015</u></p>																														

Targeted support			
Desired outcome	Approach Rationale and Ensure implementation	Staff lead	Review and Impact
Narrow the achievement gap of PP pupils in reading, writing and Maths	<ul style="list-style-type: none"> ▪ Small group English and Maths sessions in some year groups taught by AHTs/DHTs ▪ English PHD graduate teaching Y5 & 6 English sessions and reading on 1:1 basis ▪ English Graduates teaching small group sessions for reading in year 1 & 2 ▪ Saturday School for Year 2 and Year 6 ▪ PHD Graduate to work on a project with HA pupils (Spring term) ▪ Specialist to work on GPS in year 6 (Spring term) ▪ Reading Recovery teacher working with Year 1 & 2 	RAC/AI /CM	Note: See End of KS data as above Refer to Summer Data Analysis – Whole School.
			<u>£219,121</u>
i. Other approaches			
Desired outcome	Approach Rationale and Ensure implementation	Staff lead	Review and Impact
Increased resilience of pupils (SEMH) and raised attainment and progress levels	<ul style="list-style-type: none"> ▪ 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 ▪ School counsellor supports parents/families ▪ Smooth transition to Secondary school 	TD/CM/RC	<p>Evaluation notes from school counsellor shows good impact on SEMH from 1:1 counselling sessions and Drama Therapy groups. Pastoral Support Plans reduced with early intervention to Drama Therapy and 1:1 counselling sessions. Reduced need for referrals to CFCS (CAMHS).</p> <p>HeadStart programme (Champion and Bounceback interventions) baseline and exit data available from Champions showing positive impact. On completion of the Bounceback intervention pupils were able to adapt/change their behaviour more in how they tackled more challenging situations. This programme will continue to secondary school.</p>

Further develop behaviour for learning – Pastoral support	<ul style="list-style-type: none"> ▪ LMs (Learning Mentors) to monitor behaviour for learning and removing barriers to learning. ▪ LMs to work with Vulnerable families. ▪ LMs to monitor pupil's well-being and raising family aspirations. 	TD/SM	<p>Early Help Records started for vulnerable families and reviewed regularly with children, parents and external agencies where required. This has meant we are effectively managing early help within the school rather than making referrals to outside agencies such as Families First.</p> <p>Triple P programme completed for parents within the local area and a specialised programme for parents of SEND children.</p> <p>Following the Triple P programmes, parents have identified further areas of need for their own children and have sought support and advice.</p>
Educational visits accessible to all pupils. Experiences for pupils to broaden and enhance the curriculum.	<ul style="list-style-type: none"> ▪ Subsidising Educational Visits eg. Fairplay House, visit to Cambridge University ▪ Pupils should not be omitted from educational visits based on financial reasons 	AI/CM/RC	<p>Y3 Pupils visited Barley and Barkway school on 8th March 2018, to experience lambing.</p> <p>Y6 pupils visited Cambridge on 30th April, 1st May and 2nd May 2018. This experience inspired the pupils to broaden their thinking and aim high in secondary school and life.</p> <p>Y5 and 6 pupils went on a residential visit to Fair Play House in September. The pupils developed their social skills, problem solving skills and independence.</p> <p>All pupils have attended the educational visits regardless of their contribution. Disadvantaged pupils have experienced both local and residential visit which they may not get opportunity to experience with their home issues and financial backgrounds.</p>
Pupils to gain musical and performance confidence	<ul style="list-style-type: none"> ▪ Music Projects planned and implemented by Class teachers and experienced Musicians ▪ Pupils work with Musicians to develop musical skills and develop confidence ▪ Pupils develop performance skills and perform to Parents 	CM/RC	<p>Pupils developed team building skills, perseverance, music and drama skills.</p> <p>Music projects Black History Month (Y4) & Mother Tongue Day (KS1)</p> <p>Y5 Music project took place in June 2018 it was based on 'Refugees'. The pupils developed a better understanding of issues that refugees face.</p>
Total budgeted cost			<u>£63,000</u>

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