

Executive Head Teacher: Mrs Cecilia Mojzes
 Associate Head Teacher: Mrs Amber Ilyas

Sheridan Road,
 Manor Park,
 London
 E12 6QX



Essex Primary School

Pupil premium strategy statement 2018-19 (Summer Term Update)

Summary information					
Academic Year	2018-19	Total PP budget	£307,220	Date of most recent PP Review	Summer 2019
Total number of pupils	935 (13/11/18)	Number of pupils eligible for PP Looked After Children (LAC)	166 (13/11/18) 2	Date for next internal review of this strategy	Autumn 2019

1. Current attainment (2017- 2018) –Validated KS 1 Data				
	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	19%	79%	74%	79%
Writing	19%	75%	63%	74%
Maths	19%	80%	67%	80%

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Current attainment (2017-18) – Validated KS 2 Data							
	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 for Essex pupils (all)	Progress for PP pupils
Reading	41%	67%	67%	80%	103.0	-0.6	-0.12
Writing	41%	81%	86%	83%	N/A	2.1	2.91
Maths	41%	77%	69%	81%	104.1	2	1.19

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 and low attainers - 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 consultation meetings (3 times a year) and parent workshop attendance, end of year outcomes, pupil progress meetings

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4. Planned expenditure															
Quality of teaching for all															
Desired outcome	Approach/Rationale and Ensure implementation	Staff lead	Review and Impact September 2019												
Improved progress and attainment in Reading	<ul style="list-style-type: none"> ▪ Whole school CPD ▪ Ongoing timetabled Reading Sessions and a check-in/out system for reading books to improve reading stamina/sustained reading at home and school. ▪ Maintain the Reciprocal Reading expectations with increasing focus on inference questions to improve children's comprehension and awareness of genres ▪ Parental involvement (year group expectation meetings, parent workshops) ▪ Further develop vocabulary across the school 	AK/ DT	<p>Learning walks demonstrate high quality RR sessions. All workshops for parents delivered with positive feedback.</p> <p>This is an upward trend in the attainment data.</p> <p><u>KS2 attainment unvalidated data (Contextualised)</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2019 (NA)</th> <th>2019(Sch)</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Greater Depth</td> <td>27%</td> <td>33%</td> </tr> <tr> <td>Combined</td> <td>65%</td> <td>71%</td> </tr> </tbody> </table> <p><u>KS1 attainment unvalidated data (Contextualised)</u></p>	Reading	2019 (NA)	2019(Sch)	Expected	73%	73%	Greater Depth	27%	33%	Combined	65%	71%
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<p>Improve progress and attainment in Writing</p>	<ul style="list-style-type: none"> ▪ 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 ▪ Writing planning linked with topic them ▪ EMA projects for Writing 	<p>AK/ DT</p>	<p>Whole School Writing data – 2018-19 (Contextualised)</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>83%</td> <td>19%</td> </tr> <tr> <td>Year 5</td> <td>79%</td> <td>19%</td> </tr> <tr> <td>Year 4</td> <td>83%</td> <td>23%</td> </tr> <tr> <td>Year 3</td> <td>84%</td> <td>28%</td> </tr> <tr> <td>Year 2</td> <td>81%</td> <td>20%</td> </tr> <tr> <td>Year 1</td> <td>88%</td> <td>20%</td> </tr> </tbody> </table> <p>KS2 (GPS) attainment unvalidated data (Contextualised)</p> <table border="1"> <thead> <tr> <th>GPS</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>74%</td> <td>87%</td> <td>85%</td> </tr> <tr> <td>Greater Depth</td> <td>30%</td> <td>35%</td> <td>55%</td> </tr> </tbody> </table>	Writing	Expected	Greater Depth	Year 6	83%	19%	Year 5	79%	19%	Year 4	83%	23%	Year 3	84%	28%	Year 2	81%	20%	Year 1	88%	20%	GPS	2017	2018	2019	Expected	74%	87%	85%	Greater Depth	30%	35%	55%
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<p>Improve progress and attainment in Maths</p>	<ul style="list-style-type: none"> ▪ Whole school CPD (MNP, teaching of times tables etc.) ▪ Teachers to implement strategies based on training received (use CPA approach in teaching) ▪ Greater involvement in pupils manipulating apparatus ▪ Staff to embed RR strategies for Problem solving questions in Maths 	<p>FK/A K/MZ</p>	<p>Whole School Maths data – 2018-19 (Contextualised)</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>85%</td> <td>29%</td> </tr> <tr> <td>Year 5</td> <td>84%</td> <td>23%</td> </tr> <tr> <td>Year 4</td> <td>86%</td> <td>28%</td> </tr> <tr> <td>Year 3</td> <td>86%</td> <td>30%</td> </tr> <tr> <td>Year 2</td> <td>82%</td> <td>28%</td> </tr> <tr> <td>Year 1</td> <td>85%</td> <td>21%</td> </tr> </tbody> </table>	Maths	Expected	Greater Depth	Year 6	85%	29%	Year 5	84%	23%	Year 4	86%	28%	Year 3	86%	30%	Year 2	82%	28%	Year 1	85%	21%
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<p>Improve progress and attainment in all subjects related to the whole curriculum</p>	<ul style="list-style-type: none"> ▪ Educational visits accessible to all pupils. Experiences for pupils to broaden and enhance the curriculum. ▪ Subsidising Educational Visits eg. Fairplay House, Visit to Cambridge University, Houses of Parliament, Commonwealth Music events, Visit to France ▪ Pupils should not be omitted from educational visits based on financial reasons 	<p>AI/C M</p>	<p>Y3 Pupils visited Barley and Barkway school in the Spring term, to experience lambing.</p> <p>Y6 pupils visited Cambridge. This experience inspired the pupils to broaden their thinking and aim</p>																					

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			<p>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 the opportunity to experience with their home issues and financial backgrounds.</p>
<p>Improve Speaking and listening skills</p>	<ul style="list-style-type: none"> ▪ Box Clever in EYFS ▪ S&L therapist support ▪ S&L interventions ▪ Debating Club ▪ Target Pupils with communication needs ▪ Develop Earliest intervention practice ▪ Ensure consistency from all staff in the teaching and learning of communication skills. 	<p>AI/C M</p>	<p>LEGs (Language Enrichment Groups) – good progress (in SEND report summer)</p> <p>Box Clever/Wave 3 Literacy – good progress (in SEND report summer)</p>
			<p>£72,548.60</p>

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Targeted support			
Desired outcome	Approach Rationale and Ensure implementation	Staff lead	Review and Impact September 2019
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 year groups taught by AHTs/DHTs Guided Reading in Year 6 taught by DHT/AHT English PHD graduate teaching Y5 & 6 English sessions with a greater focus on Reading English Graduates teaching small group sessions for Reading in year 1, 2, & 6 Saturday School for Year 2 and Year 6 PHD Graduate to work on a writing project with HA pupils (Spring term) Specialist to work on GPS in year 6 (Spring term) Reading Recovery teachers working with Year 1 & 2 	RAC/ AI/C M	Note: See End of KS data as above. Good progress - whole school summer data
			£276,859.90
i. Other approaches			
Desired outcome	Approach Rationale and Ensure implementation	Staff lead	Review and Impact September 2019
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	Evaluation notes from school counsellor show 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).

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			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.
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 pupils' well-being and raising family aspirations. 	TD/SM	<p>Early Help Records 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>
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/R C	<p>Pupils developed team building skills, perseverance, music and drama skills.</p> <p>Music projects</p> <p>Autumn term - Black History Month Year 4</p> <p>Spring term - Mother Tongue Day KS1 (Women in</p>

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			Science) The pupils developed a better understanding of each of the topics for the Music projects. These music performances also have valuable impact on whole school as all pupils see the performances. They become aware of the themes through different forms of media, eg Drama, music, dance...
			£58,000

Total Costing = £72,548.60 + £276,859.90 + £58,000 = £407,408.50