

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 2019-20

Summary information					
Academic Year	2019-20	Total PP budget	£271,580	Date of most recent PP Review	Summer 2020
Total number of pupils	831 (excluding Nursery) 16/10/19	Number of pupils eligible for PP Looked After Children (LAC)	148 (16/10/19) 1	Date for next internal review of this strategy	Autumn 2020

1. Current attainment (2018-19) –Unvalidated KS 1 Data				
*Note - 31% of the pupils on PP are categorised as SEN Support	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	13%	80%	63%	62%
Writing	13%	78%	56%	55%
Maths	13%	80%	56%	63%

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### Current attainment (2018-19) – Unvalidated 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	Progress for Essex pupils (all)	Progress for PP pupils
Reading	42%	71%	67%	62%	0.05	-0.8
Writing	42%	80%	79%	68%	0.09	-0.2
Maths	42%	82%	79%	67%	0.60	0.0

### 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.	Deprivation & Housing

### 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 pupils at all levels, with a greater focus on pupils with SEND and the 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
Improved progress and attainment in Reading	<ul style="list-style-type: none"><li>▪ Whole school CPD on Reading and Grammar</li><li>▪ Ongoing timetabled Reading Sessions and a check-in/out system for reading books to improve reading stamina/sustained reading at home and school.</li><li>▪ Maintain the Reciprocal Reading expectations with increasing focus on inference questions to improve children's comprehension and awareness of genres</li><li>▪ Parental involvement (year group expectation meetings, parent workshops)</li><li>▪ Further develop vocabulary across the school</li></ul>	AK/ DT	Learning walks demonstrate high quality RR sessions. All workshops for parents delivered with positive feedback. Workshop with Bangladeshi parents is in progress, parents have given positive feedback on how they have developed their skills in supporting their children. CPD on Grammar was delivered in the autumn term by an external provider, staff developed subject knowledge on GPS teaching and learning.
Improve progress and attainment in Writing	<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>▪ Writing planning linked with topic them</li><li>▪ EMA projects for Writing</li></ul>	AK/ DT	<u>End of KS writing data (Teacher assessment)</u>  KS1 - 81% pupils achieved ES  KS2 - 82% pupils achieved ES

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<p>Improve progress and attainment in Maths</p>	<ul style="list-style-type: none"><li>▪ Whole school CPD MNP (Maths No Problem)</li><li>▪ Teachers to implement strategies based on MNP training received (use CPA approach in teaching)</li><li>▪ Staff to embed RR strategies for Problem solving questions in Maths</li></ul>	<p>SH/AI</p>	<p>CPD delivered to all staff. All teaching staff feel more confident in delivering the MNP sessions and support staff have a better understanding of how to support pupils best.</p>
<p>Improve progress and attainment in all subjects related to the whole curriculum</p>	<ul style="list-style-type: none"><li>▪ Educational visits accessible to all pupils. Experiences for pupils to broaden and enhance the curriculum.</li><li>▪ Subsidising Educational Visits eg. Fairplay House, Visit to Cambridge University, Houses of Parliament, Commonwealth Music events, Visit abroad</li><li>▪ Pupils should not be omitted from educational visits based on financial reasons</li></ul>	<p>AI/CM</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 high in secondary school and life.</p> <p>Visits to the theatre have taken place in year 2, 4 and 6.</p> <p>Reception pupils have received high quality sessions based on their Dinosaur unit of work by an external provider. Impact was evident as the children spoke about their learning with enthusiasm and with high level vocabulary.</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>

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Improve Speaking and listening skills	<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>▪ Debating Club</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>	AI/CM	<p>Support staff INSET on Communication led by speech and language therapist, improving staff practice, knowledge and understanding on how to support children with communication difficulties and use the resources consistently and effectively.</p> <p>Language Enrichment Groups (LEG) - led by trained TA and overseen by speech and language therapists. New LEG programme has been introduced (devised by speech and language service). New children have been identified as having speech and language difficulties and have joined these groups.</p> <p>Speech and language therapists have assessed newly identified children and provided recommendations, strategies and resources to be used within class.</p> <p>Speech and language therapists have met with parents on a 1:1 basis to share assessment findings, share strategies and resources to be used at home.</p> <p>They have also met with parents to review progress.</p> <p>A parent workshop has been held this term for 'Top Tips for Communication'. The workshop gave parents ten top tips to use at home to support children's communication. This supports consistency of approach between home and school.</p>
<b>budgeted Cost</b>	<b>Total</b> <b>£47,960</b>		

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Narrow the achievement gap of PP pupils in reading, writing and Maths	<ul style="list-style-type: none"> <li>Small group English and Maths sessions in year groups taught by AHTs/DHTs (KS 2)</li> <li>Guided Reading in Years 5 &amp; 6 taught by AHT</li> <li>Saturday School for Year 2 and Year 6</li> <li>Experienced English Graduate to work on GPS in year 6 (Spring term)</li> <li>Reading Recovery teachers working with Year 1 &amp; 2</li> <li>Before school Phonics sessions (Year 1)</li> </ul>	RC/AI/CM	<p><b><u>EYFS Teacher Assessment Result (2020)</u></b></p> <table border="1"> <thead> <tr> <th colspan="2">EYFS</th> </tr> <tr> <th>Expected or exceeding the Good Level of Development (Target)</th> <th>Exceeding the Good Level of Development (Target)</th> </tr> </thead> <tbody> <tr> <td>72% (80%)</td> <td>11% (15%)</td> </tr> </tbody> </table> <p><b><u>KS 1 – Year 2 Teacher Assessment Results (2020)</u></b></p> <table border="1"> <thead> <tr> <th>KS1</th> <th colspan="2">Essex Primary School- 117 pupils</th> </tr> <tr> <th></th> <th>Expected Standard (Target)</th> <th>Greater Depth (Target)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80% (85%)</td> <td>19% (25%)</td> </tr> <tr> <td>Writing</td> <td>81% (85%)</td> <td>20% (21%)</td> </tr> <tr> <td>Maths</td> <td>83% (85%)</td> <td>22% (27%)</td> </tr> <tr> <td>Science</td> <td>83% (85%)</td> <td>21% (25%)</td> </tr> <tr> <td>RWM-Combined</td> <td>82 % (78%)</td> <td>14 % (18%)</td> </tr> <tr> <td>Phonics</td> <td>85% (90%)</td> <td></td> </tr> </tbody> </table>	EYFS		Expected or exceeding the Good Level of Development (Target)	Exceeding the Good Level of Development (Target)	72% (80%)	11% (15%)	KS1	Essex Primary School- 117 pupils			Expected Standard (Target)	Greater Depth (Target)	Reading	80% (85%)	19% (25%)	Writing	81% (85%)	20% (21%)	Maths	83% (85%)	22% (27%)	Science	83% (85%)	21% (25%)	RWM-Combined	82 % (78%)	14 % (18%)	Phonics	85% (90%)	
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			<p><b><u>KS2 – Year 6 Teacher Assessment Results (2020)</u></b></p> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="2">Essex Primary School- 114 pupils</th> </tr> <tr> <th>Expected Standard (Target)</th> <th>Greater Depth (Target)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78% (85%)</td> <td>31% (30%)</td> </tr> <tr> <td>Writing</td> <td>82% (85%)</td> <td>24% (21%)</td> </tr> <tr> <td>GPS</td> <td>81% (85%)</td> <td>51% (53%)</td> </tr> <tr> <td>Maths</td> <td>82% (85%)</td> <td>33% (32%)</td> </tr> <tr> <td>Science</td> <td>83% (85%)</td> <td>31% (38%)</td> </tr> <tr> <td>RWM- Combined</td> <td>77% (80%)</td> <td>21% (18%)</td> </tr> </tbody> </table>	KS2	Essex Primary School- 114 pupils		Expected Standard (Target)	Greater Depth (Target)	Reading	78% (85%)	31% (30%)	Writing	82% (85%)	24% (21%)	GPS	81% (85%)	51% (53%)	Maths	82% (85%)	33% (32%)	Science	83% (85%)	31% (38%)	RWM- Combined	77% (80%)	21% (18%)
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£181,867

**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"> <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	<p>Groups of children from Years 5 and 6 have attended blocks of Drama Therapy. All children participated fully in the sessions and felt they had benefited from the group. They explored the difference between positive and negative behaviours and identified ways for them to apply this knowledge to their daily lives.</p> <p>A positive impact has been seen for all children attending 1:1 sessions with the school counsellor. This includes engagement in exploring and expressing their feelings, reflecting on their own behaviour and adopting strategies to</p>

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			<p>improve their own well-being/behaviour.</p> <p>Discussions are underway to support smooth transitions to secondary school; transition forms being completed for vulnerable pupils, meetings with secondary school.</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 pupils' well-being and raising family aspirations.</li></ul>	TD/SM	<p>Children have been given an Early Help Record to support early intervention with families where there is a need. Regular meetings held by Learning Mentors with families to review progress. Parents have been given information and signposted to external services such as sleep clinics, parenting classes.</p> <p>Family Support Worker/Learning Mentors have worked with children on a 1:1 basis where necessary or within groups for pastoral support. This has enabled children to develop social skills, work on improving their concentration and focus and express and discuss their feelings and concerns which has improved their well-being and mental health and enabled them to focus better on learning within the classroom.</p>
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>	AI/CM	<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</p>



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			The pupils have developed a better understanding of each of the topics for the Music projects. These music performances also have a valuable impact on the whole school as all pupils see the performances. They become aware of the themes through different forms of media, eg Drama, music, dance.
			<b>£78,766</b>

**Total Costing = £47,960 + £181,867+ £78,766 = £308,593**