

Essex Primary School

Pupil premium strategy statement 2020-21

Summary information					
Academic Year	2020-21	Total PP budget	£260,585	Date of most recent PP Review	Autumn 2020
Total number of pupils on roll	904 pupil on roll (02/11/20) 809 pupils on roll excluding Nursery (02/11/20)	Number of pupils eligible for PP Looked After Children (LAC)	183 (02/11/20) 2	Date for next internal review of this strategy	Spring 2021

Year group	No: of pupils in cohort	No: pupils - FSM	No: of pupils – PP (Ever 6)
Reception	114	23	23 (20%)
Year 1	115	22	22 (19%)
Year 2	114	21	22 (19%)
Year 3	113	21	23 (20%)
Year 4	118	22	27 (23%)
Year 5	118	23	32 (27%)
Year 6	117	25	34 (29%)
Total	809	157 (19.4%)	183 (22.6%)

1. 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

2. 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 and pupil progress meetings.

3. 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"> ▪ Whole school CPD on Reading, Grammar & Phonics ▪ 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 	BS/ SH	<p>Autumn observations and ongoing learning walks (Guided Reading) demonstrate high quality teaching of reading.</p> <p>Spring assessment shows pupils on track to achieve targets set. Groups of pupils are targeted by interventions.</p>

<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 theme ▪ EMA projects for Writing 	<p>BS/ SH</p>	<p>Stronger focus is on writing for the summer term as pupils are on site.</p>
<p>Improve progress and attainment in Maths</p>	<ul style="list-style-type: none"> ▪ Whole school CPD (MNP, teaching of times tables) ▪ Teachers to implement strategies based on MNP training received (use CPA approach in teaching) ▪ Staff to embed RR strategies for problem solving questions in Maths 	<p>BS/ AK</p>	<p>Spring observations of live zoom sessions demonstrate high quality teaching of Maths across the whole school. Maths CPD (Inset) delivered in the Spring term support staff to develop subject knowledge for the teaching and learning of MNP.</p>
<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 on site, Visit to Cambridge University, Houses of Parliament, Commonwealth Music events, Visits abroad depending on government guidance ▪ Pupils should not be omitted from educational visits based on financial reasons 	<p>AI/ CM</p>	<p>Educational visits did not take place during the Autumn and Spring term due to COVID19 restrictions.</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/ CM</p>	<p>Language Enrichment Groups (LEG) - led by trained TA and overseen by speech and language therapists. 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. They have also met with parents to review progress.</p> <p>Debate Club was conducted via zoom during the remote learning period and now is continuing on site. Pupils have developed confidence in speaking and a range of skills on how to present their opinions confidently using rich vocabulary.</p>
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Total budgeted cost			£72,548.60
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Targeted support			
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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 year groups taught by AHTs/DHT (KS 1 & 2) ▪ Small group interventions taught by teaching staff in year groups /bubbles. All year group have allocated additional staff ▪ Guided Reading in Years 5 & 6 taught by AHT ▪ Guided Reading in Years 3 & 4 taught by AHT ▪ Saturday School for Year 2 and Year 6 ▪ Experienced English Graduate to work on GPS in year 6 (Spring term) ▪ Reading Recovery sessions delivered in Year 1 	AI/ CM	Whole School Spring term data show progress - see HT Report

Total budgeted cost			£276,859.90
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i. Other approaches			
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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 ▪ Small group drama sessions in Spring term to meet the needs of pupils experiencing behavioural, social and /or emotional difficulties ▪ School counsellor supports parents/families (by phone or on site) ▪ Smooth transition to secondary school 	TD/CM	
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>LM have focused on making welfare calls and following up on pupils to ensure high attendance for remote learning during the spring term.</p> <p>Pupil Engagement Data on a weekly basis:</p> <p>EYFS (73% - 85%)</p> <p>KS1 (77% - 90%)</p> <p>KS2 (85%- 94%)</p>
Pupils to gain musical and performance confidence	<ul style="list-style-type: none"> ▪ Lower KS2 to receive music sessions by specialists ▪ Music Projects planned for Spring term 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 	AI/CM	Music Projects did not take place during the Autumn and Spring term due to COVID19 restrictions.
Total budgeted cost			£58,000

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