

## Essex Primary School

### Pupil premium strategy statement 2020-21 (Reviewed Autumn 2021)

Summary information					
<b>Academic Year</b>	2020 - 21	<b>Total PP budget</b>	£260,585	<b>Date of most recent PP Review</b>	Autumn 2020 Spring 2021 Summer 2021
<b>Total number of pupils on roll</b>	904 pupil on roll (02/11/20) 809 pupils on roll excluding Nursery (02/11/20)	<b>Number of pupils eligible for PP Looked After Children (LAC)</b>	183 (02/11/20) 2	<b>Date for next internal review of this strategy</b>	Autumn 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%)
<b>Total</b>	<b>809</b>	<b>157 (19.4%)</b>	<b>183 (22.6%)</b>

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"> <li>▪ Whole school CPD on Reading, Grammar &amp; Phonics</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>	BS/ SH	<p>Observations and ongoing learning walks throughout the year for Guided Reading demonstrate high quality teaching of reading.</p> <p>Whole school summer data reflects Reading targets broadly met for all year groups.</p>

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 theme</li> <li>EMA projects for Writing</li> </ul>	BS/ SH	<p>English lesson observations and learning walks demonstrate high quality teaching of writing across whole school</p> <p><u>End of KS writing data (Teacher assessment Summer 2021)</u></p> <p>KS1 - 78% pupils achieved ES KS2 - 75% pupils achieved ES</p>
Improve progress and attainment in Maths	<ul style="list-style-type: none"> <li>Whole school CPD (MNP, teaching of times tables)</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>	BS/ AK	<p>Spring observations of live zoom sessions demonstrate high quality teaching of Maths across the whole school.</p> <p>Maths CPD (Inset) delivered in the Spring term support staff to develop subject knowledge for the teaching and learning of MNP. 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>
Improve progress and attainment in all subjects related to the whole curriculum	<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 on site, Visit to Cambridge University, Houses of Parliament, Commonwealth Music events, Visits abroad depending on government guidance</li> <li>Pupils should not be omitted from educational visits based on financial reasons</li> </ul>	AI/ CM	<p>Educational visits did not take place during the Autumn and Spring term due to Covid- 19 restrictions.</p> <p>Commonwealth music sessions took place via zoom, pupils experienced working with other schools and external musicians.</p> <p>Fairplay house activities took place on the school site for year 5, pupils took part in a variety of team building activities and developed appropriate skills.</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>▪ 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>	<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 pupils 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 then sessions continued on site. Pupils took part in competitions via zoom during the summer term, they have developed confidence in speaking and a range of skills on how to present their opinions confidently using rich vocabulary.</p>
<b>Total budgeted cost</b>			<b>£72,548.60</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 year groups taught by AHTs/DHT (KS 1 &amp; 2)</li> <li>▪ Small group interventions taught by teaching staff in year groups /bubbles. All year group have allocated additional staff</li> <li>▪ Guided Reading in Years 5 &amp; 6 taught by AHT</li> <li>▪ Guided Reading in Years 3 &amp; 4 taught by AHT</li> </ul>	<p>AI/ CM</p>	<p><b><u>Review:</u></b> Due to Covid-19 restrictions and lockdown period Spring interventions did not take place.</p> <p><b><u>Impact:</u></b> Whole School Summer term data shows progress</p>

- 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

**KS 1 – Year 2 Teacher Assessment Results (2021)**

KS1	Essex Primary School- 115 pupils	
	Expected Standard (Target)	Greater Depth (Target)
Reading	77% (80%)	22% (18%)
Writing	77% (80%)	19% (18%)
Maths	75% (80%)	23% (20%)
Science	77% (82%)	18% (20%)
RWM-Combined	75% (75%)	16 % (15%)
Phonics	81% (85%)	

**KS2 – Year 6 Teacher Assessment Results (2021)**

KS2	Essex Primary School- 110 pupils	
	Expected Standard (Target)	Greater Depth (Target)
Reading	78% (78%)	33% (30%)
Writing	82% (80%)	25% (20%)
GPS	81% (80%)	46% (50%)
Maths	82% (80%)	30% (30%)
Science	83% (82%)	29% (30%)
RWM-Combined	70% (70%)	15% (18%)

**Total budgeted cost £276,859.90**

**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 Psychotherapist works with pupils on 1:1 level</li> <li>▪ Small group drama sessions in Spring term to meet the needs of pupils experiencing behavioural, social and /or emotional difficulties</li> <li>▪ School counsellor supports parents/families (by phone or on site)</li> <li>▪ Smooth transition to secondary school</li> </ul>	TD/CM	<p>The School Psychotherapist has worked with targeted pupils to address social, emotional, mental health needs. Pupils attending sessions have engaged positively and progress made with their identified needs. Pupils have the opportunity to talk through their feelings and emotions and any difficulties they are experiencing in a safe space with an experienced professional. This has had a positive effect on pupil's well being. Strategies have been given to pupils to use at school and at home to help to reduce those barriers to learning resulting from difficulties they are experiencing e.g. the loss of a parent, separation of parents.</p> <p>The School Psychotherapist works closely with parents with the aim of addressing the concerns in the family environment, through the sharing of strategies and providing an understanding of areas of difficulty and challenges the pupils are experiencing.</p> <p>Pupils have made very good progress.</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>LM have focused on making welfare calls and following up on pupils to ensure high attendance for remote learning during the spring term 2021.</p> <p>LM have worked with targeted vulnerable pupils during holiday periods and during school lockdown closures.</p>

			<p>1:1 sessions, group sessions were in place to support pupils ( e.g. social skills groups, friendship groups and behaviour).</p> <p>Pupil Engagement Data on a weekly basis during the lockdown period was very good. Please range below:</p> <p>EYFS (73% - 85%)  KS1 (77% - 90%)  KS2 (85%- 94%)</p>
Pupils to gain musical and performance confidence	<ul style="list-style-type: none"> <li>▪ Lower KS2 to receive music sessions by specialists</li> <li>▪ Music Projects planned for Spring term 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	Music Projects did not take place during the Autumn and Spring term due to Covid-19 restrictions.
<b>Total budgeted cost</b>			<b>£58,000</b>

**Total budgeted cost=** £72,548.60 + £276,859.90 + £58,000 = **£407,408.50**

**Total actual cost = £355,423.50**