

Essex Primary School Pupil Premium Strategy Statement (2022- 23)

This statement details our school's use of pupil premium (2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Essex Primary School
Number of pupils in school (11/11/22)	With Nursery - 902 Children Without Nursery - 809 Children
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	Termly Final Review - July 2023
Statement authorised by	Mrs Cecilia Mojzes Executive Head Teacher
Pupil premium lead	Mrs Amber Illyas Associate Head Teacher
Governor / Trustee lead	Deepak Vyas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,385
Recovery premium funding allocation this academic year	£22,731
Pupil premium funding carried forward from previous years	£0
Total allocated amount for this academic year	£301,116
Total budgeted cost	£332,822
Amount to be funded by the School	£31,706

Part A: Pupil premium strategy plan

Statement of intent

At Essex Primary School, we aspire for every pupil, regardless of their starting points, circumstances and personal challenges, to achieve their full potential and be equipped with the skills of creativity, innovation and entrepreneurship to move successfully to the next stage in their education and to succeed in their future lives.

Our curriculum drivers: wellbeing, communication, culture, possibilities, enterprise have been identified to meet the key challenges to achievement, not only for disadvantaged pupils but also to promote success for all pupils - especially those most vulnerable. These key drivers underpin all learning and experiences; they best reflect the unique and specific needs of our community.

Ensuring highly effective teaching and learning is delivered in every classroom, every day is prioritised in all strategic planning, with a focus on fostering independence, intrinsic motivation, building cultural capital, oracy, reading and developing tier 2 & 3 vocabulary - areas in which our disadvantaged pupils require the most support. In narrowing the disadvantage attainment gap, our intent is for the attainment and progress of all pupils to be sustained and improved to exceed local and national expectations. We aim for the attainment and progress of our disadvantaged pupils to be broadly in line with their peers and exceed local and national averages - therefore realising the school's vision of 'everyone valued, everyone challenged and everyone achieving'.

We recognise the critical importance of establishing an ethos within which staff are motivated and supported to develop their skills, subject knowledge and help each other to achieve the highest standards of pedagogy. Therefore, middle leaders have been developed to lead their year groups and curriculum teams, highly effectively; the structure and systems of the school promote collaboration and collegiality, placing children at the heart of everything we do. We have established partnerships with some of the UK's leading institutions, e.g. the National Theatre, the Ogden Trust, the Royal Institution and participate in ERASMUS projects, such as Computational Thinking in the Early Years, thus bringing the best that can be thought and said to our pupils. Our vision and aims are integral to wider school planning for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils by the pandemic.

The key principles of our strategic plan are:

- A whole school approach to the achievement and progress of disadvantaged pupils with all staff made accountable for their outcomes and overcoming any barriers to learning
- A diverse, culturally responsive, knowledge engaged curriculum that builds cultural capital, makes purposeful connections and follows a coherent knowledge and skills progression
- Rigorous assessment to identify and prioritise key actions for intervention - intervention must enhance inclusive high quality first teaching

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Wellbeing - assessments (including wellbeing survey) and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Barriers to learning such as poverty, mental health in the family, lack of confidence, low self-esteem have been amplified by the pandemic.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, maths, writing and in the wider curriculum but especially in reading comprehension and the acquisition of tier 2 & 3 vocabulary.</p>
2	<p>Communication - assessments, observations and discussions with pupils, indicate barriers to oral language skills and language acquisition - characterised by vocabulary gaps, lack of opportunity for regular meaningful conversation, lack of self-correction in spelling and exposure to books among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more evident among our disadvantaged pupils than their peers. This has resulted in vocabulary gaps leading to pupils falling further behind age-related expectations in reading, writing and in the wider curriculum and the acquisition of tier 2 & 3 vocabulary.</p>
3	<p>Opportunities - The Education Endowment Fund has identified that poorer young people are more likely to have career aspirations that don't match their educational goals and are therefore more likely to end up not in employment, education or training. Many are less likely to have family or friends to provide insight into a wide range of future possibilities education can lead to. They are also less likely to access extra-curricular enrichment opportunities and this will be amplified by the current economic situation.</p>
4	<p>Culture - observations and discussions with pupils and families indicate parental engagement is less evident among our disadvantaged pupils than their peers. The cycle of poverty and increased lack of socialisation has led to less opportunities for disadvantaged pupils to develop intellectual interests and access to cultural goods such as books and musical instruments as well as learning beyond the classroom and the motivation to succeed in their education. Some families may perceive that their experience of the school system has devalued their culture - this may be evidenced by lower attendance and persistent absence.</p>
5	<p>Enterprise - observations and discussions with disadvantaged pupils and families indicate they often have less access to inspirational role models, and the connections that build social capital as well as the self-belief and resilience to be successful.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress for disadvantaged pupils.	KS2 Reading outcomes in 2024/25 show that more than 70% of the disadvantaged pupils met the expected standard.
Improved maths attainment and progress for disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that more than 75% of the disadvantaged pupils met the expected standard.
Improved confidence and self-esteem among disadvantaged pupils.	Sustained high level of confidence and self-esteem demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Greater access to cultural capital for disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils drawing on these enrichment activities to use as models. Increased self-confidence and self-esteem, pupils well prepared for transition to secondary school, e.g. pupils are able to include a wide range of references within their writing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Success for All Phonics scheme - whole school CPD	The DfE paper 'The Reading Framework - Teaching the foundations of literature' sets out the social, cultural and economic importance of reading, citing the underpinning research that supports the critical importance of reading to pupils' future life chances including access to the wider curriculum and wellbeing: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework.pdf	1,2,3,4,

	<p>Network Teaching the foundations of literacy - July-2021 .pdf</p> <p>The Sutton Trust Teacher Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Highlights the high impact of reading comprehension strategies, phonics and parental engagement for relatively low cost.</p>	
Literacy Trust CPD Reading Comprehension strategies	<p>Highlights the impact of effective strategies in the dialogic teaching of reading comprehension and the accelerated progress pupils can make when reading skills are made explicit, modelled, practised, internalised and applied across the range of curriculum subjects (see also EEF literature in science research)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,4,5
Redevelopment of the School Library and Library Bus, reading for pleasure	<p>The DfE paper 'The Reading Framework' also highlights the importance of reading for pleasure, also the DfE paper: Research evidence on reading for pleasure - GOV.UK</p>	1,2,3,4,5
Participation in Debate Mate & The Scholars Programme	<p>Recommendations from the EEF Improving Literacy in KS2 demonstrate the impact of purposeful speaking and listening activities on pupil progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Research from CUREE highlights the impact of effective classroom talk: http://www.curee.co.uk/file/4983/download?token=YjpLTjUR</p>	1,2,3,4,5
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,4
Enhancement of our maths teaching and curriculum planning Teachers to receive CPD (Maths Hub resources and Teaching for Mastery training)	<p>The EEF states the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,3,5

<p>Enhancement of our science teaching and curriculum planning</p> <p>Teachers to receive CPD (Royal Institution)</p>	<p>The Sutton Trust report on ‘What Makes Great Teaching’ states that there is strong evidence of impact on student outcomes as a result of (Pedagogical) content knowledge. The most effective teachers have deep knowledge of the subjects they teach:</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	<p>1,3,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional unqualified teacher in Year 6 (full time)</p> <p>Additional experienced teacher in year 6 (2 days)</p> <p>Year 6 Maths group taught by Associate Head Teacher</p> <p>Additional teacher in year 4</p> <p>DHT teaching groups in years 3 & 4</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified Psychotherapist employed 2 days a week and full time HLTA</p> <ul style="list-style-type: none"> ● to work with pupils on 1:1 level ● to deliver small group drama sessions in Spring term to meet the needs of pupils experiencing behavioural, social and /or emotional difficulties ● to supports parents/families (by phone or on site) ● to support pupils for a smooth transition to secondary school 	<p>A wealth of evidence suggests the importance of emotional well-being in childhood. Emotional health in childhood matters for mental well-being as an adult. It is important both for individuals, for society and in influencing intergenerational patterns of inequality and disadvantage.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411489/Overview_of_research_findings.pdf</p>	<p>1, 3, 5</p>
<p>To organise for professional musicians to support pupils to gain musical and performance confidence and demonstrate this through a Musical performance</p>	<p>The education endowment fund highlights the importance of remembering that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, there is some evidence that arts participation approaches can have a positive impact on other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/arts-participation</p>	<p>1,2,3,4</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Data has been extracted from FFT.

Intended outcome	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress for disadvantaged pupils.	60% (NA 62%) pupils on PP achieved ES in Reading compared to 73% (NA 80%) pupils not on PP achieved ES in Reading Gap between PP and Not PP is 13% for Reading in comparison to NA 18% Cohort Information: 37 pupils on PP register. 20 pupils on the SEND register, 5 with High Needs Funding. 50% (10 pupils) on the SEND register are also on the pupil premium register.
Improved maths attainment and progress for disadvantaged pupils.	69% (NA 56%) pupils on PP achieved ES in Maths compared to 88% (NA 78%) pupils not on PP achieved ES in Maths Gap between PP and Not PP is 19% for Maths in comparison to NA 22%
Improved confidence and self-esteem among disadvantaged pupils.	Sustained high level of confidence and self-esteem demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Greater access to cultural capital for disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Increased self-confidence and self-esteem, pupils are well prepared for transition to secondary school, e.g. pupils are able to include a wide range of references within their writing.
Increased parental engagement and use of home learning tools, such as Britannica, Bug Club and Google Classroom among disadvantaged pupils.	Quantitative data shows that high percentages of pupils are accessing learning beyond the classroom through using digital tools. Significant upturn in reading comprehension. KS2 Reading outcomes in 2022 shows that gap between PP and not PP is 5% lower than NA and pupils are secondary ready with a wide knowledge base based on understanding of a range of texts from different contexts within the wider curriculum.