

Easington CE Primary Academy Pupil premium expenditure

Academic year 14-15

Number s of pupils and amount of pupil premium received

Total number of pupils on role at start of September 2014 including part-time nursery	58
Total number of pupils eligible for pupil premium: At end of July 14	18
At end of July 15	24
Total amount allocated for pupil premium based on January 2014 census data	£27344
Total amount allocated for looked after children	0
Total amount allocated for Service children	0
Total amount of Pupil premium	£27344

Pupil premium is additional funding given to schools & academies so that they can support their pupils from families who are eligible for free school meal or were eligible in the past 6 years, children who are looked after and children in service families. In 2014-15 the total for our pupil premium was:

During the academic year 2014-15, the number of pupils eligible for pupil premium has increased further due to families' circumstances and pupils joining the academy due to relocation.

Our aim at Easington CE Primary Academy is to close the gap between the attainment levels of pupils eligible for pupil premium and those who are not eligible for pupil premium. The mobility of the school population at Easington is a barrier in being able to compare like for like e.g. 6 out of 7 pupils in Y6 in summer 2015 were eligible for pupil premium and only 2 pupils from the whole cohort had been with the school since KS1 SATs. A high percentage of pupils eligible for pupil premium were also on the SEN register including 3 pupils with statements

Within Easington, the pupil premium has been used to:

- Implement appropriate interventions for named pupils with specific needs which then result in a positive impact on pupil progress and behaviours e.g. behaviour support, speech and language support.
- An additional teaching assistant to work with vulnerable groups throughout the academy.
- Toe by Toe support
- Power of 2 support
- Use of iPads to support early phonic acquisition and early number bond acquisition.
- Friendship groups to promote self-worth, self-esteem and build strategies to improve social skills within class.
- Materials and additional staff training to deliver KS2 reading support programme Fresh Start.
- Support of pupils' extra-curricular activities and enrichment opportunities.

Impact of pupil premium

66.67% of the pupils eligible for pupil premium are also on the SEN register including three statements. The distribution of pupils eligible for pupil premium between the classes is not even, with small cohorts in some classes further skewing data.

Progress for pupils eligible for pupil premium in reading, writing and maths in year 1 was almost the same as for the rest of the cohort, although the attainment level was slightly lower. Progress for year 2 pupils

eligible for pupil premium was better than the rest of the cohort in reading, writing and maths and the overall attainment was the same.

In year 3, 75% of pupils are eligible for pupils premium and also includes a high percentage of special needs within that group. Data therefore shows that the *average* results show pupil eligible for pupil premium did not make as much progress as the rest of the cohort. Individual figures suggest otherwise.

In year 4 pupils eligible for pupil premium made as much progress as the rest of the cohort in reading and writing and although making the target progress in maths, this was lower than the rest of the cohort.

Average attainment was slightly below the non-pupil premium group.

In year 5, average progress and attainment data shows the pupils eligible for pupil premium to be lower than the non-pupil premium group.

In year 6, 86% of the cohort were eligible for pupil premium and most of that cohort had joined the school in the previous two years. Progress was slightly lower than the non-pupil premium and attainment for most of the pupil premium group was also lower. The group of pupils eligible for pupil premium also had a high percentage of special needs within the group.

Priorities for 2015-16

- Implement appropriate interventions for named pupils with specific needs, which will then result in a positive impact on pupil progress and behaviours e.g. behaviour support, speech and language support. The aim is for all pupils to make good progress within their year group's curriculum and achieve age related expectation
- Specific phonics support in KS1 to support both reading and writing for all levels of attainment.
- Intervention discussion groups to widen pupils' vocabulary and therefore understanding of the texts they read. This should enable the lower achieving pupils to make better progress in reading through a greater understanding of what they have read as well as an improvement in writing through the use of more adventurous words. Research shows that conversation helps to develop vocabulary (Sarah D. Stiles Education Week, April 21 2015).
- Materials to deliver KS2 reading support programme RWI Fresh Start and RWI spelling.
- Support of pupils' extra-curricular activities and enrichment opportunities.
- Include pre-teaching in all classes supported by teaching assistants and teachers to enable all pupils to be able to access their year's work, in order to achieve at least age related expectation.