

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|------------------------------|----------------------------------|--------|--|-----------|
| School | Easington CE Primary Academy | | | | |
| Academic Year | 2018/19 | Total PP budget | £21120 | Date of most recent PP Review | June 2017 |
| Total number of pupils | 36 | Number of pupils eligible for PP | 17 | Date for next internal review of this strategy | |

| 2. Current attainment | | |
|---|--------------------------------------|---|
| KS2 data from summer 2018 | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving in reading, writing and maths | 0 | 20% |
| % making progress in reading | 40% | 40% |
| % making progress in writing | 40% | 40% |
| % making progress in maths | 40% | 40% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Lower than average speech and language development, which may be caused by a problem in pronunciation (which then in turn impacts on phonics acquisition) so treatable through speech therapy, or by vocabulary acquisition that may be through lack of conversation, saying rhymes, hearing stories and life experiences in early childhood. |
| B. | Breadth of vocabulary to understand texts once pupils are able to read (see precursor at A) |
| C. | Emotional, social and behavioural difficulties that impact on the child's and their classmates' learning that may include meeting basic needs e.g. having breakfast, having the appropriate equipment within school e.g. PE shoes, high levels of egocentricity, anger issues. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance of a few families |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Specific phonics support in EYFS and KS1 to improve early phonic acquisition in readiness to enter year 1. Further support in order to improve % of pupils achieving the required standard in the Year 1 phonics check. Over time this should result in an improvement in spelling within KS2. | Improvement in phonics shown by improved writing scores at end of EYFS so contributing to improved GLD at end of EYFS. Less phase 2 phonics required in Year 1. Year 1 phonics check shows school at least equalling national percentage. Over time pupils' spelling improves as seen in half termly spelling tracking and improvement in spelling test and within writing at KS2. |
| B. | Pupils develop wider vocabulary so that they can understand texts without needing to check dictionary definitions as frequently as at present. Guided reading records and intervention records should show pupils creating own lists of synonyms for basic vocab e.g. happy, said; pupils' own records of words they do not understand from texts they read and the definitions they then find | Pupils' understanding of texts meets or exceeds national standards. |
| C. | Number of pupils who are able to manage feelings and emotions within class and in friendships improves. Behavioural strategies are effective with specific pupils, causing less disruption to their own and others' learning. | Pupils identified and targeted intervention put in place. Clear outcomes identified and progress towards those measured frequently. |
| D. | Specific families are supported by the school and the to improve attendance, including coming in to school for a meeting. | Discussion with professionals brings about an improvement in attendance. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2018-2019 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| The aspirations of all staff are raised through awareness of national expectations. Pupil aspirations are raised | Internal moderation & moderation with other schools within the trust Specialist support for subject leads to understand the expectation and be able to support staff in achieving this Identification of resources required to support improved T&L | Evidence in work seen shows throughout the school in every year group children are not achieving the expected | Feedback from moderation and review of specialist support | Head & Subject leads | At the end of each cycle during SDP review and end of academic year. |
| All teaching & learning is planned to meet the needs of all pupils | Appointment of additional teacher time CPD for all staff. Specialist support. Rigorous tracking and pupil progress meetings. | Evidence in work & data shows that pupils are not achieving their potential based on prior attainment. | Discussions at pupil progress meetings are rigorous and ensure pupils are identified who are not on track to achieve their potential based on prior attainment. Teacher Tracker will reflect evidence seen in nclass and encourage professional dialogue. All forms of monitoring to ensure work activities match the needs of pupils at all levels. | SLT | At the end of each cycle review and end of academic year. |

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| All EYFS & KS1 staff to be confident in teaching phonics | Specialist staff training to ensure staff have a good understanding of how to teach an effective & pacy phonics lesson | Throughout school children are not applying phonic knowledge in their spellings | Drop ins recorded on teacher tracker will encourage a professional dialogue End of cycle assessments to track progress PP meetings Review of specialist support Phonics screening data | Head & Phonics lead | At the end of each cycle review and end of academic year. |
| Improve percentage of pupils achieving GLD in EYFS | Introduce Exaat & staff training in the use of it Regular tracking Specialist support | At the end of 2016 only 30% of children achieved a GLD | PP meetings Assessment point data Review of specialist support End of key stage data | Head & EYFS lead | At the end of each cycle review and end of academic year. |
| Total budgeted cost | | | | | £10000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Appropriate interventions e.g. behaviour support, speech & language | Behaviour support advice sought. Speech and language | With 50% of pupils receiving pupil premium across the school, and with a lot of challenging behaviour, it was deemed important to tackle issues through behaviour support and address language issues through speech and language sessions. | PP meetings Regular reviews & data | SLT | At the end of each cycle review and end of academic year. |

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| Pupils feel supported with emotional & social issues at school. | A member of staff identified as Wellbeing Lead to provide support & specific intervention as identified. | Some pupils display extreme behaviours & may disrupt the learning of others. All pupils in school need to feel confident that they are being listened to and supported. | Introduction of effective systems & procedures to identify specific barriers both in learning & emotional needs Regular meetings between SENCO, HT & Wellbeing lead Introduction of tracking & monitoring systems | Head, SENCO & Wellbeing Lead | At the end of each cycle review and end of academic year. |
| Total budgeted cost | | | | | £8120 Mrs Whitrod & Mrs Burke |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Enrichment opportunities provides aspiration and helps language development. | Pay for music lessons for guitar and/or violin for pupils eligible form PP. Live theatre visits and music concerts. Contributions towards class educational visits. | Many pupils do not have the opportunity to have many experiences beyond the local community | Impact seen in work & data, Pupil voice | SLT & class teachers | July 2019 |
| Pupils attendance improves following systems implemented within school | Identified member of staff responsible for tracking attendance Action plan meetings with parents Advice & support from the Trust | Although attendance on the whole is improving PA has an impact on attitudes and learning | Regular monitoring Reports to governors | Attendance Officer HT & Govs | Half termly |
| Total budgeted cost | | | | | £3000 |