

# Easington Primary Academy Pupil Premium Strategy Statement



1. SUMMARY INFORMATION			
School	Easington Primary Academy	Total PP Budget	£18,480
Academic Year	2019-20	Number of Pupils Eligible for PP	16
Total Number of Pupils	40	Date of internal PP Review	July 2020

## Whole school 2019 Overview

Reading, Writing & Maths - Year 6				Reading, Writing & Maths - Year 2				GLD			
School	National Other	National Gap	School Gap	School	Reading (Nat)	Writing (Nat)	Maths (Nat)	School	National other	National Gap	School Gap
33	60	-27			33 (76)	67 (70)	67 (77)	67			

2. CURRENT ATTAINMENT - PUPIL PREMIUM		
	2018/19 Pupils eligible for PP (4)	2018/19 Pupils not eligible for PP (2)
Reading	17% (1)	17% (1)
Writing	34% (2)	34% (2)
Maths	34% (2)	34% (2)
RWM Combined	17% (1)	17% (1)

### 3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

#### In-school barriers

A.	Resilience is sometimes a barrier for some of our pupil premium children. Social and emotional development which impacts on learning.
B.	Lower than average speech and language development, which may cause a problem in pronunciation (which impacts on phonics acquisition). Lack of vocabulary acquisition that may be through lack of stimulation, saying rhymes, hearing stories and life experience in early childhood.
C.	Retention and processing of knowledge is sometimes a barrier for some of our pupil premium children. Developing a breadth of vocabulary which makes it difficult to understand text when learning to read.
D.	Emotional, social and behavioural difficulties that impact on the child's and their peers learning that may include meeting basic need eg having breakfast or having the appropriate equipment eg P. E shoes, anger issues.

#### External Barriers

E.	The attendance of some pupils is below the expected standard of the academy (97%).
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### 4. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	Run KS1 and KS2 nurture groups to develop the language skills and confidence of our pupil premium children.	Pupils will be more confident in their speech and grammatical errors in speech will be reduced.
B.	Specific phonic support in EYFS and KS1 to improve early phonics recognition. Further support in order to improve % of pupils achieving the required standard in the Year 1 phonics check.	Improvement in phonics shown by improved writing scores at the end of EYFS so contributing to improved GLD at the end of EYFS. Year 1 phonics check shows school improving.
C.	Use staff to recap learning and support with listening skills and retention of knowledge. Use same day intervention	Retention of information into the longer term memory. Improved listening skills to help develop greater information retention.

<b>D</b>	Number of children who are able to manage feelings and emotions within the class and in friendships improve. Behaviour strategies are effective with specific pupils, causing less disruption of their own and others' learning.	Pupil identified and targeted intervention put in place. Clear outcomes identified and progress towards these measured frequently.
<b>E</b>	Specific families are supported by the school and the EWO to improve attendance, including meetings at school.	Discussions with professionals brings about an improvement in attendance

5. PLANNED EXPENDITURE 2019/20						
i	<b><u>Quality of teaching for all</u></b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
A.	The aspirations of all staff are raised through awareness of national expectations. Pupils aspirations are raised	Internal moderation within and moderation with other schools within the trust.  CPD for all staff  Identification of resources required to support improved T and L	Evidence in work seen shows throughout the school children are not achieving the expected.	Feedback from moderation and review of specialist support. Drop ins into classrooms. Pupil voice.	KV	<b>At the end of each cycle and end of academic year.</b>
B.	Greater language skills.	Extra support for small focused group work particularly in reading.  CPD for staff	The more opportunity we can provide for the children to speak, the greater their confidence will be.	Teacher tracker. Book scrutiny.	KV	<b>Monitored termly July 2020</b>
C.	All phonics teaching to have an impact on early reading.	Ensure all relevant staff( including new staff) have received training to deliver the phonics scheme effectively.	% of children achieving phonics pass in the KS1 test is low. Reading throughout the school is not reaching the expected.	Drop ins Liaising with other EYFS and KS1 settings. Teacher tracker	KV/ED	<b>Ongoing monitoring</b>
D.	All teaching and learning planned to improve reading which in turn will have an impact on writing	Small focused work reading and writing – RWI/Take one book	Evidence in work/data currently suggests that not meeting potential	Teacher tracker/Book scrutiny.	KV	<b>Monitored termly July 2020</b>
ii	<b><u>Targeted Support</u></b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
A.	Greater number of pupils	Targeted same day	Same day intervention	Class tracker	KV	<b>Monitored</b>

	meet in reading and writing	intervention.	means that the support is focussed, timely and tailored to the needs of the child in the moment. It therefore means that the child can continue on their learning journey in line with their peers.	Book scrutiny will show evidence of same day intervention.	All staff to take responsibility for the progress and intervention delivery.	<b>termly</b> <b>July 2020</b>
<b>B.</b>	Improvement in maths progress for PP children	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups.	Progress of PP children is lower than non PP children.	Book scrutinies Teacher tracker Use of termly test	KV/ED	<b>Monitored termly</b> <b>July 2020</b>
<b>C.</b>	Improve learning outcomes for children with complex emotional needs who are eligible for PP	Emotional/Welfare support groups (inc. Friendship groups) to discuss emotional and mental well-being.	Maslow states that a child has to have their basic and emotional needs met before they can reach self-actualisation and as a school that strongly believes in the ethos of achievement for all this is an essential part of the curriculum.	Regular professional dialogue between staff, to ensure that the needs of the child are being met.	SENDCo/Staff	<b>Monitored termly</b> <b>July 2020</b>
<b>iii</b>	<b><u>Other</u></b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
<b>A.</b>	To improve the attendance of some of our PP children to be closer to the 97% expectation of Ebor Academy.	Funding to support a member of staff to work with families of children who have low attendance.	If the children are not in school, they are unable to learn. Monitoring of attendance and comparisons between FSM and non FSM.	Termly monitoring of attendance. Ebor system of attendance analysis. Meetings with parents to discuss attendance concerns.	KV	<b>Monitored termly</b> <b>July 2020</b>
<b>B.</b>	To provide enrichment opportunities.	Focused subsidised visits to develop an understanding of	Need to increase life experiences and raise	This should impact on work produced - Book scrutiny.	KV	Monitored termly

		the wider world	aspirations. Use of the mini-bus to explore outside the school boundary away from the constraints on the classroom.			July 2020
<b>TOTAL BUDGETED COST</b>						<b>approx. £17,000</b>

