

Pupil premium strategy statement - 2019-21

School overview

Metric	Data
School name	Easington CE Primary Academy
Pupils in school	39
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£22,815
Academic year or years covered by statement	2019-21
Publish date	July 2020
Review date	July 2021
Statement authorised by	Kerry Verity
Pupil premium lead	Kerry Verity
Governor lead	Josie Speck

Disadvantaged pupil progress scores for last academic year 2019-20

Measure	Score
Reading	No formal testing due to COVID-19
Writing	No formal testing due to COVID-19
Maths	No formal testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 19-20

Measure	Score
Meeting expected standard at KS2	No formal testing due to COVID-19
Achieving high standard at KS2	No formal testing due to COVID-19

Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading	Achieve national average attainment and progress scores in KS1/KS2 reading.	July 2021
Progress in Writing	Achieve national average attainment and progress scores in KS1/KS2 writing.	July 2021
Progress in Mathematics	Achieve national average attainment and progress scores in KS1/KS2 maths.	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Improve attendance of disadvantaged pupils to Ebor expectation of 97% for all PP children.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	CPD for all staff to support with creating a purposeful learning environment using continuous provision. This will be embedded across the whole school and will be accessed by all learners including PP.
Priority 2	To provide a reconnection curriculum that ensures rapid catch-up for all pupils.
Priority 3	To update IT offer and the delivery of the computing curriculum.
Barriers to learning these priorities address	Children lack the confidence to be independent learners and thus fostering life-long learning skills Children missing a whole term of education. Some students did not access home learning due to a lack of computing skills.
Projected spending	£14,000

Wider strategies for current academic year 2020-21

Measure	Activity
To raise the confidence and aspirations of the children in receipt of PP funding.	Targeted support for emotional and mental health. Subsidised music lessons.
To provide wider life experiences for children in receipt of PP funding.	Provide a range of wider experiences for children e.g school trips, visitors
Barriers to learning these priorities address	Low aspirations of children. Attendance of Pupil premium children Low resilience of pupils
Projected spending	£9,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff have a good understanding of effective independent learning	Training days and staff support from ESIT.
Targeted support	Ensure support for all PP children by careful monitoring	All staff aware of PP children. Timetabled support.
Wider strategies	Staff working as a team to ensure well-being resources including staff are used in areas of need.	Weekly team discussions and reviews. Effective use of CPOMs.

Review: last year's aims and outcomes 2019-20

Aim	Outcome
<p>The aspirations of all staff are raised through awareness of national expectations. Pupils' aspirations are raised.</p>	<ul style="list-style-type: none"> ● Internal moderation within and moderation with other schools within the trust. ● Staff CPD – e.g 6 days mastery maths CPD ● Friendship groups ● School trips to the theatre, Children's University. ● Range of visitors into school – eg poet and artist ● Staff attendance at Subject leadership Days. ● Well Being Team having regular check-ins with SEND and PP. ● Student Leadership – Global National Citizenship, School Council, Worship Leaders ● Weekly after school home- work club
<p>All teaching and learning is planned to meet the needs of all pupils.</p>	<ul style="list-style-type: none"> ● Pupil progress meetings focussed on progress of PP children. ● PP children are identified on planning and given specific focus. ● Interventions meet the specific gaps of PP children. ● Book scrutinies to include PP children ● Extra adult to give targeted PP additional reading support
<p>Greater Language Skills</p>	<ul style="list-style-type: none"> ● Staff working alongside speech and language specialists from EYCC. ● Extra books purchased for "Reading for Enjoyment" ● Small group reading groups. ● Staff CPD for reading.
<p>All phonics teaching to have an impact on early reading</p>	<ul style="list-style-type: none"> ● Up to Covid 19 – children making progress in phonics in EYFS. No end of year data due to Covid 19.
<p>All teaching and learning planned to improve reading which in turn will have an impact on writing.</p>	<ul style="list-style-type: none"> ● Purchase of new books linked into Topic work ● Take 1 Book CPD for all staff

<p>Improve learning outcomes for children with complex emotional needs who are eligible for PP</p>	<ul style="list-style-type: none"> ● The provision of the Well-Being Team has provided opportunities for children to be supported with emotional needs. ● Team Teach CPD for 2 staff members. Enabling a supportive and safe environment for all children.
<p>To improve the attendance of some of our PP children to be closer to the 97% expectation of Ebor Academy.</p>	<ul style="list-style-type: none"> ● Employing the services of the EWO from LA.
<p>To provide enrichment opportunities.</p>	<ul style="list-style-type: none"> ● Payment of school mini-bus ● Increased number of visitors into school ● Various trips throughout the year.