**Pupil premium strategy / self-evaluation**

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| 1. **Summary information** | | | | | |
| **School** | Easterside Academy | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | **£219,980.00** | **Date of most recent PP Review** | July 19 |
| **Total number of pupils** | 300 | **Number of pupils eligible for PP** | 166 (55%) | **Date for next internal review of this strategy** | Dec 19 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **57% (2019)** | |  |
| **Progress measure reading** | | | **1.75 (2018)** | |  |
| **Progress measure writing** | | | **1.99 (2018)** | |  |
| **Progress measure maths** | | | **3.70 (2018)** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | * Low literacy levels on entry to school including limited language and vocabulary / basic reading and writing skills. | | | |
|  | | * Limited ‘wider’ experiences and opportunities in life to draw upon. | | | |
| **C.** | | * Emotional instability of family member(s) / unsettled family life / safeguarding concerns. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | * Low attendance. | | | |
| **E.** | | * Limited parental engagement in school and children’s learning. | | | |
| **F.** | | * Lack of aspirations. | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | **Quality support for Teaching & Learning/Interventions - *ensuring High Quality First Teaching from all teaching staff.***   * Additional staffing where needed to support class sizes and support delivery of high quality first teaching – *school data / lesson observations and learning walks / performance management.* * Evaluation of pupil premium provision shows high impact and where any in school gaps exist these are closing – *school data / pupil premium case studies.* * Pupil progress data shows that the progress of the pupil premium pupils is at least good and in many cases accelerating in line with expectations. * Pupils attain targets set – *pupil progress meetings / school data / pupils work.* * Outcomes at KS1 are at least in line with National both at ‘Expected’ and ‘Greater Depth’. * Outcomes at KS2 are at least in line with National both at ‘Expected’ and ‘Greater Depth’. * KS1 Year 1 phonics outcomes have improved from last year and are back in line with historical data and at least in line with National.   **Specific Interventions - *raising attainment in English in particular.***   * Pupil progress data shows that the progress of the pupil premium pupils in reading and writing is at least good and in many cases accelerating in line with expectations. * Identified pupils in reading make accelerated progress and the gaps between them and their peers are closing or have closed – *Sounds Write / Lexia Data* * Pupils in Reception are ‘ready to learn’ on entry to KS1 – attention and listening skills are at least in line with National expectations – *‘Impact and Change’ Yoga Bugs programme (data and evaluation) / EYFS school data / lesson observations and learning walks.* | | | * *Teaching and learning across the school is at least good overtime and in many cases outstanding.* * *Data shows that the progress of pupil premium pupils is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.* * *Gaps between pupil premium and non-pupil premium are diminishing.* * *Outcomes for pupil premium pupils are improving.* | |
|  | **Increasing Opportunities and Experiences for children – *ensuring that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills.***   * Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning. E.g. experiences to write about – *Pupils work / evaluation of opportunities* * Pupils have access to a range of experiences – linked to ‘101 Things to do before you leave Easterside Academy’. * All children have equal opportunities. * Pupil / Parent feedback is positive – *pupil evaluations / pupil interviews / questionnaires.* | | | * *‘101 Things to do before you Leave Easterside Academy’ are mapped out throughout the new curriculum.* * *Pupils have a range of ‘real’ experiences within the year to draw upon. Impact seen in pupils work.* | |
|  | **Pupil/Parent Emotional, Behavioural Support – *ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.***   * Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers – *Care Team case studies / THRIVE data / Headstart* * Children have positive attitudes to learning and behaviour for learning is at least good and in many instances, outstanding – *lesson observations / learning and enquiry walks.* * Families are supported to reduce barriers to children’s achievement – financial, legal, emotional and medical support – *Care Team case studies / THRIVE data.* | | | * *Evidence / case studies demonstrate where personalised support has been given to a pupil and / or family, and this has supported and impacted on the pupils wellbeing and academic achievements.* * *Headstart Silver Award achieved.* | |
|  | **Attendance – *ensuring all children are in school to achieve.***   * Parents are aware and fully informed as to what attendance is accepted and what unacceptable attendance is – *EWO / Attendance Team meetings / Parent meetings / letters etc.* * Parents have accessed EWO and Care Team support when and where needed with a positive outcome on a child’s attendance – *Attendance / EWO / Care Team case studies / Attendance data.* * Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school – *Attendance data.* | | | * *Whole school attendance is improving – Target 96%.* * *Whole school PA is reducing.* * *Individual case studies demonstrate the impact of improving attendance and impact on pupil achievements.* | |
|  | **Increasing Parental Engagement – *therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.***   * Meetings with parents provide further opportunities for open communication about pupil progress and next steps – *Consultation Time data / TAC meetings* * Parents feel involved in their child’s learning – *Open morning / Stay and Play parent feedback* * Parents feel as though they are able to contribute to their child’s learning – *as above.* * Those parents deemed as ‘harder to reach’ have actively been encouraged and targeted to come into school and find out about what their child is doing – *parent engagement descriptors.* * Parental involvement data shows that parents continue to support the school and their child’s learning in a variety of different ways. * Parent feedback is positive – *event evaluations / parent questionnaires.* | | | * *Parental engagement at Open Mornings, Stay and Play and other events continue to increase.* * *Evidence that some ‘harder to reach’ parents have been encouraged successfully to engage with their child’s learning in and out of school.* * *Leading in Parental Partnership Award renewed (2020).* | |
|  | **Increasing pupil aspirations – *instilling a love for learning and a greater knowledge of the working world and opportunities available to them.***   * The school has a careers programme linked to the curriculum. * Pupils have had the opportunity to listen and talk with past pupils that have done well in the world of work. * Pupils have had the opportunity to listen and talk with a variety of different adults from a variety of different careers. * Pupils have had opportunity to develop and practise life skills such as: ***problem-solving skills / communication skills / leadership skills / teamwork skills / negotiation skills / presentation skills / organisation skills / decision making skills / time management / positive attitude*** | | | * *Tees Valley Primary Careers Framework demonstrates improvements for the school when compared to the initial baseline (July 2019).* * *New curriculum is linked to careers.* * *Pupils have had increased encounters with employers and employees.* * *Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used.* | |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | | **\*See additional Pupil Premium Report for 2018 – 2019 – Spending and Impact** | | | | |
| 1. **Planned expenditure** | | | | | | | |
| **A Academic year** | | **2019 - 2020** | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Introduction of ‘Sounds Write’**.  Includes staff training.  Purchase ‘phonic’ based reading books for EYs / KS1.  Purchase Sounds Write APP. | Improved Year 1 phonic scores and basic reading and writing skills across EYs / KS1.  This will be a 2year programme that will also move into KS2. | | | Phonic data in EYs and Year 1 need strengthening so it is at least in line with National data. New approach to teaching phonics across school. Hoped it will also impact ‘spelling’ in KS2.  Improve basic reading and writing skills for pupils eligible for PP. | Quality 4 day staff training for all teachers in EYs / KS1, as well as for all teaching assistants.  Principal completed 4 day training.  Regular monitoring of its delivery as well as tracking of pupil data in blending / segmenting skills. | Principal / LF (EYs Lead) / HS (KS1 Lead) | Half-termly.  KS2 will also receive training over a two year period. |
| CPD provided by CLPE to support **‘Inspiring Writing’.**  Continued use of The **Power of Reading** – further staff training X2.  Creating language rich environments. | Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils. | | | Data shows that we need to continue to improve outcomes in English, and in particular writing at both KS1 and KS2, and especially at greater depth. | Performance Management – writing lesson observations.  Learning walks  Enquiry walk  Monitoring pupils work  Pupil interviews  Pupil outcomes / progress | Principal / Vice Principal & English Lead | Termly and at the end of the year.  Performance management |
| Continued development and implementation of the the **THRIVE approach**.  Practitioner training X1.  Update practitioner training X2.  Online THRIVE tool.  THRIVE room resources. | Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. | | | Increased need to support pupils with their personal, emotional and social development – data linked to this supports this. A need for more personalised PSHE teaching and additional support and intervention for identified pupils. THRIVE supports those thrown emotionally off track either temporarily or over longer periods and helps us understand the needs being signalled by their behaviour , giving us targeted strategies and activities to help them re-engage. | Termly THRIVE online screening.  SLT pupil wellbeing meetings every three weeks.  Monitoring by PSHE Lead and SLT. | PSHE Lead | Termly and at the end of the year. |
| Use o**f ‘Roary’s Class Acts’** to promote good attendance in classrooms and at home.  Use of other **attendance incentives and rewards** throughout the year. | Ensure all children are in school to achieve. | | | Dip in school attendance at the end of 2018. This strategy was put in place to support addressing the issue and had an impact. To be used again to continue to support the promotion of good attendance through Middlesbrough Football Club. | Weekly through the celebration assembly on Fridays.  Half termly through the attendance data and attendance team meetings. | Principal | Half-termly and at the end of the year. |
| Continue to develop opportunities for taking **learning outdoors (LOtC).** Use of **Wilderness Schooling** in autumn term to develop LOtC with Y5 and 6 Core subjects.  New curriculum has opportunities for LOtC mapped throughout it.  CPD in Spring Term – LOtC. | Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills. | | | Following the school being awarded LOtC Silver Award for the second time, the audit showed that further development needed to take place at upper KS2.  Wilderness Schooling worked with an upper KS2 teacher last year and Y6 pupils. Teacher attended training and this year will complete her training so that she becomes a Wilderness Schooling practitioner able to support colleagues in upper Ks2. | Weekly observations throughout the first half of the autumn term.  Discussions with teams.  Team planning meetings. | Principal / Vice Principal | End of autumn – then how it is followed up throughout the rest of the year in Y5/6.  End of year in teams – curriculum evaluation. |
| L3 TA’s get an additional hour pay on a Tuesday night. | Enables TAs to join the ‘Team Meetings’ weekly; participate in pupil progress meetings; monitoring and moderating activities. Improves knowledge of pupils and strengths knowledge. | | | This is something the academy has done for a number of years. It has improved TAs subject knowledge; knowledge of the pupils they’ve worked with and supported staff wellbeing – feeling valued and giving opportunity to contribute.  Enquiry walks / observations highlight TAs as a strength of the academy with direct impact on T&L. | Pupil Progress meetings are led by SLT.  Team meetings are led by SLT.  Learning walks and monitoring – impact on teaching and learning. | Team Leaders / SLT | Termly through SLT meetings and pupil progress meetings. |
| **Total budgeted cost** | | | | | | | **£26,500.00** |
| 1. **Targeted support** | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Impact and Change programme – Yoga Bugs.** Delivered weekly throughout the Reception year. | Improved attention and listening for pupils eligible for PP in Early Years. | | | Poor attention and listening skills evidenced in EYs baselines. Supporting Year 1 readiness.  The programme has had a track record with us in improving children’s listening and attention – linked to physical development and story-telling. | Benchmark taken at the start of the programme in areas that include attention and listening. Progress tracked termly. Evaluation / Impact report at end.  Expertise used to deliver. School staff also experienced. | LF  – EYs Lead | Termly.  End of year – evaluation and impact report collated with Yoga Bug staff and Reception staff. Impact on classroom practice and end of year EYFS data. |
| **Additional Teaching Assistant Support** within identified areas.  Reception – L2 TA  Y1 – L2 & L3 TA  Y2/3 – L3 TA  Y3/4 – L2 TA  Y5/6 – X2 L2 TA | Support high quality first teaching.  Provide identified additional support for pupils eligible for PP. | | | Additional TA support 4 days a week in reception to provide targeted small group / individual quality teaching and intervention for pupils eligible for PP – focused on early oral language / literacy skills. In Year 1 and 2, additional TAs to allow for ‘split inputs’ in phonics and Core Subjects – focused smaller group teaching.  In KS2 additional support for identified PP pupils and interventions. Hear readers 1:1. | Pupil progress meetings half-termly – TAs attend.  Termly data drop.  On-going monitoring through lesson observations / learning and enquiry walks / scrutinising pupils work.  TA attendance records. | Principal / Vice Principal | Half-termly / on-going. |
| **TA Apprentices** within Nursery and the High Needs Base. | Allow and support high quality first teaching. | | | The school has an outstanding track-record in developing apprentices and support staff.  Additional support at the apprenticeship level will allow for skilled TAs to focus on teaching and learning, rather than some other jobs in these areas e.g. changing nappies / providing snacks etc. | Half-termly.  On-going monitoring through lesson observations / learning and enquiry walks.  Apprentice attendance records.  Liaising with their college tutor.  HLTA supporting development of each apprentice. | Principal / Vice Principal | Half-termly / on-going. |
| **Providing specialist Play Therapy –** ‘Playing for Real Ltd’. | Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. | | | A growing number of children are being referred for play therapy through REACH. Funding for this has now ceased. We have historically topped up REACH with additional play therapy sessions.  Playing for Real Ltd work with pupil and their family (and in the home) if required. | SLT pupil wellbeing meetings every 3 weeks.  Meetings with play therapist, parent/s and class teacher.  Detailed reports and action for school to support from play therapist. | Pupil Wellbeing Lead | On-going through regular SLT pupil wellbeing meetings, as well as meetings with the play therapist and pupil wellbeing leader. |
| **Year 5 / 6 Yoga –** Spring Term intervention leading up to SATs. | Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. | | | This opportunity was trialled last year for a period of time leading up to the SATs for the Year 6’s. Pupils and staff were very positive about the weekly sessions and some children used techniques taught to support them in their everyday life at school when things were getting hard or challenging for them. Cohort specific need identified with Y5 and 6 where this strategy will support. | Observations of the sessions, including participation.  Talking to pupils and staff.  Reinforcing techniques taught to support day-to-day life in school for some pupils. | Principal | End of Spring Term. |
| **Year 2 and Year 6 Booster sessions** – after school, 2/3 times a week (Spring / Summer) | Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils. | | | Data shows that we need to continue to improve outcomes in English, and in particular writing at both KS1 and KS2, and especially at greater depth. | Pupil progress meetings half-termly.  Learning walks  Pupil outcomes / progress | Principal / Vice Principal | End of the year. |
| **Use of LEXIA** – Year 2 upwards. | Improve Reading Outcomes.  Support identified children making small steps of progress. | | | Supporting pupils who need additional input to develop reading skills.  Lexia progress data as well as pupil outcomes for identified pupils has proven the programme supports rapid progress as an intervention. | Lexia Data  Pupil Progress Data  Observations | SENCO | Termly |
| Language and Learning Support – Use of **Rapid Readers** intervention.  KS2 Assessments including access arrangements for Y6. | Higher attainment at the end of KS2 in reading for PP pupils. | | | Additional support for those in KS2 that need intense intervention in reading, usually if they have a specific need.  Progress in this intervention is outstanding within a small time frame.  The language and support team also provide assessments for any KS2 pupil teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day. | Half termly meeting with SENCO and Principal.  Rapid Readers assessments and progress reports.  Reports for class teachers – implementation of recommendations. | SENCO | Annually. |
| **Total budgeted cost** | | | | | | | **£83,247.00** |
| 1. **Other approaches** | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Employing a **Pupil Wellbeing Leader -** Lead and manage a Care Team that provides support for both pupils and families wellbeing.  This role also provides extra-curricular provision / attendance team member / SLT member. | Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.  Limiting any impact on the day-to-day teaching and learning. | | | High % of pupils including those eligible for PP needing support with their wellbeing. For example:   * Referral to CAMHS * Play Therapy * Mentoring * Specific intervention * Social care involvement   Increase in exclusions linked to mental health and wellbeing.  Continued leadership and management of our outstanding Care Team and their provision. | SLT meetings every 3 weeks focused on pupil wellbeing across school.  Regular supervision. | Principal | Half-termly / on-going.  Through Performance Management.  Supervision.  Regular meetings.  Impact on pupil wellbeing and teaching and learning.  Care Team impact case studies. |
| **Employing Pupil and Parent Support Advisors** – X3 part time to make up our ‘Care Team’. | Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.  Limiting any impact on the day-to-day teaching and learning. | | | As above.  Pupils within school with additional social and emotional needs has significantly increased. As well as providing preventative measures to support these pupils, the Care Team also support pupils in crisis during the school day. This limits the impact on teaching and learning for other pupils and adds additional support for identified pupils – usually those eligible for PP. Additional PPSA allows us to ‘safeguard’ one PPSA time to carry out preventative work. | SLT meetings every 3 weeks focused on pupil wellbeing across school.  Regular supervision.  Care Team impact case studies. | Principal & Pupil Wellbeing Lead |
| **Employing an EWO** – Education Welfare Ltd to support monitor and tackle poor attendance. | Ensure all children are in school to achieve. | | | Continued need to ensure that attendance does not drop below 95% and tackle poor attendance without damaging the relationships between school and staff such as the Care Team. | Regular weekly dialogue between EWO / Care Team and Principal.  Half-termly attendance team meetings.  Attendance meetings with parents.  Attendance data analysis. | Principal and Pupil Wellbeing Lead | Half-termly and annually. |
| Regular opportunities for parents / families to come in and work alongside staff and pupils - **Open Mornings / Parent Courses / Workshops / EYFS Stay & Play / ‘Beautiful Work’** | Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school. | | | Historically little parental engagement in pupils learning and school life academically. This has been strengthened over the last five years. This journey is not complete and opportunities to engage families in learning is constantly being reviewed and re-designed. The re-writing of the curriculum this year also provides further opportunities.  Marvellous Me is purchased to enable staff to share learning at home with parents.  Parent engage descriptors are used by staff and the Parent Engage Team to target parents / carers for specific engagement opportunities. | Leading in Parental Partnership Award to be renewed in Spring Term 2020. Preparation and audit in autumn term.  Parent and staff evaluations.  SLT meetings  Parent Engage Team Meetings  Parent Engage Descriptors | Principal  Team Leaders  Parent Engage Team  Principal | On-going and annually |
| Purchase of **Marvellous Me** – use in all classrooms as part of teaching and learning. | Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school. | | | On-going and annually |
| Employ an **Outdoor Learning Assistant** – children across school access three afternoons a week. | Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills. | | | Continued provision.  Evaluations from the work that the OLA does are very positive. Pupils are engaged in a range of skills looking after our allotment, chickens, cooking on a fire pit and engaging in learning outdoors. | Planning meetings with the OLA.  Use of LOtC assessments that feed into class subject assessments.  Pupils work | Principal | Termly and annually |
| **Subsidising school visits and experiences,** enrichment activities and after school experiences/clubs. | Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills. | | | Continued provision.  Continue to provide a wide range of opportunities and experiences including this year:  Camping overnight on the school field  Carlton Outdoor Residential | Opportunities are mapped into the curriculum and explicitly planned for.  Opportunities and visits are evaluated with staff and pupils.  Pupils work | Principal  SLT | On-going and annually. |
| Developing a **Careers programme** within the school’s curriculum. | Instil a love for learning and a greater knowledge of the working world and opportunities available to them. Develop work place skills. | | | Completed the Tees Valley Primary careers framework audit – identify a further need to develop this area across school and maximise opportunities for children to learn about the world of work. | Map out and develop a careers programme within our curriculum that enables pupils to find out about the word of work. | Vice Principal | Termly |
| **Total budgeted cost** | | | | | | | **£109,540.00** |
| 1. **Additional detail** | | | | | | | |
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