

# EASTERSIDE ACADEMY

## Proposed Pupil Premium Spending 2016 - 2017



### Overview of school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	316
% of pupils eligible for PPG	52%
<b>Total amount of PPG received</b>	£218,865.00

Previous Performance of Disadvantaged Pupils (pupils eligible for free school meals, service children or in local authority care for at least six months)						
	2013	2014	2015		2016	2017
% of pupils making expected progress in Reading	90%	100%	100%		Reading 0.78	Reading 4.54 Above NA Other
% of pupils making <b>more than</b> expected progress in Reading	50%	64%	45%			
% of pupils making expected progress in Writing	100%	100%	100%		Writing 0.34	Writing 1.12 Above NA Other
% of pupils making <b>more than</b> expected progress in Writing	20%	36%	45%			
% of pupils making expected progress in Maths	100%	100%	97%		Maths 2.74 Above NA Other	Maths 3.08 Above NA Other
% of pupils making <b>more than</b> expected progress in Maths	50%	43%	52%			
<b>Value Added Score</b>	100.9	100.7	101.8			

### Summary of PPG spending in 2016/17

#### Objectives in spending PPG:

To raise the Attainment and Achievement of pupils so that children make *at least expected progress* and close the gap enabling all pupils to reach age-related expectations. The Pupil Premium Funding was targeted at three main areas of the curriculum; Reading, Writing and Maths as well as widening and providing 'real' experiences and opportunities for pupils to draw upon.

#### Main Barriers to Educational Achievement:

- Lack of parental engagement in school and children's learning.
- Lack of aspirations.
- Low literacy levels on entry to school.

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- Limited language and vocabulary.
- Lack of 'wider' experiences and opportunities in life to draw upon.
- Unsettled family life.
- Low income.
- Emotional instability of family member(s).
- Safeguarding concerns.
- Attendance.

### Summary of Strategies/Spending identified to be taken:

#### **Pupil/Parent Emotional, Behavioural Support – ensuring all children are secure in their emotional well-being in order for them to then achieve academically.**

- ✓ Pupil Wellbeing Leader – with an added focus on Attendance/Punctuality  
Provision of social and emotional support  
Mentoring
- ✓ Increase staffing by another PSA to support pupils and parents and SEMH in school.
- ✓ The Bungalow Partnership – family support for 2 families at a time.
- ✓ 3 part time PSAs to support pupils and parents.
- ✓ CPD / Emotional, Social and Behavioural interventions.
- ✓ Play therapy – including group therapy.
- ✓ Behaviour training for all staff.
- ✓ Training for staff linked to specific SEMH needs.

#### **Outcomes:**

- ✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.
- ✓ Children have positive attitudes to learning and behaviour for learning is at least good and in many instances, outstanding.
- ✓ Families are supported to reduce barriers to children's achievement – financial, legal, emotional and medical support.

#### **Attendance – ensuring all children are in school to achieve.**

- ✓ Employment of an EWO to tackle Attendance/Punctuality
- ✓ Attendance reward experiences – 'The Easterside Experience'
- ✓ Other Attendance Awards
- ✓ Providing a taxi – some instances due to personal circumstances when pupils cannot get to school.

#### **Outcomes:**

- ✓ Parents are aware and fully informed as to what attendance is accepted and what unacceptable attendance is.
- ✓ Parents have accessed EWO support when and where needed with a positive outcome on a child's attendance.
- ✓ Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school.

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### **Quality support for Teaching & Learning/Interventions - ensuring High Quality First Teaching from all teaching staff.**

- ✓ TAs – Level 1 / 2 / 3 for:
- ✓ Staff resource provision to raise English and Maths levels.
- ✓ English and Maths timetabled interventions
- ✓ Personalised learning
  - a. 1:1 tuition especially for those at the end of each key stage.
  - b. additional small group interventions
  - c. out of hours Booster groups
  - d. Extra support for KS1 pupils (L3) – supporting split inputs and reducing class size during key teaching and learning inputs.
  - e. Extra support for Year 6 pupils (L2).
  - f. Additional support for reading (L1).
- ✓ Lingotots – specialised French teaching for pupils / CPD for staff.
- ✓ Specialist teaching of art for pupils / CPD for staff.

### **Outcomes:**

- ✓ Evaluation of pupil premium provision shows high impact and where any in school gaps exist these are closing.
- ✓ Pupil progress data shows that the progress of the pupil premium pupils is at least sufficient and in many cases accelerating in line with expectations.
- ✓ Pupils attain targets set.
- ✓ 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.**

- ✓ Supporting children (Higher Ability) with boosters through links with the Discovery Alliance and Kings Academy.
- ✓ YOGA BUGS – Reception – preparing pupils with skills for learning e.g. Attention and listening skills.
- ✓ Annual subscription for LEXIA (Reading intervention).
- ✓ Purchasing of PIRA and Spelling Assertive Mentoring to support teaching and learning of the new curriculum.
- ✓ Subscription to 'Seven Stories' for a year – provides 'hooks to reading' / new texts / CPD for staff / workshops in school / free visits to exhibitions.
- ✓ Introducing 'Reading Pals' in Early Years and KS1.
- ✓ Reciprocal Reading Training.

### **Outcomes:**

- ✓ Pupil progress data shows that the progress of the pupil premium pupils in reading is at least sufficient 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.
- ✓ Pupils in Reception are 'ready to learn' on entry to KS1 – attention and listening skills are at least in line with National expectations.

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**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.**

- ✓ Twice yearly 1:1 Pupil Progress meetings with parents
- ✓ Open Mornings for each Team – increasing to two a team
- ✓ Stay and Play every Thursday for Early Years parents
- ✓ Parent courses/workshops
- ✓ Subscription to 'Marvellous Me' and the 'APP'.
- ✓ Mrs Linacre's Blog added to the website.
- ✓ Parent Engage Team.

### **Outcomes:**

- ✓ Meetings with parents provide further opportunities for open communication about pupil progress and next steps.
- ✓ Parents feel involved in their child's learning.
- ✓ Parents feel as though they are able to contribute to their child's learning.
- ✓ 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.
- ✓ 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.
- ✓ LPPA awarded again – due April 2017.

**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.**

- ✓ Artist – continued development of art across the school
- ✓ Employment of an Outdoor Learning Assistant.
- ✓ Middlesbrough Environmental City – Outdoor Learning
- ✓ OOH: programme of out of school activities
- ✓ Children's University
- ✓ Subsidised theatre visits and theatre groups in school
- ✓ Subsidised educational visits
- ✓ Subsidised residential visits
- ✓ Supporting '101 Things to do Before You Leave Easterside Academy.'
- ✓ Game of Actual Life

### **Outcomes:**

- ✓ Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school.
- ✓ Pupils have access to a range of experiences.
- ✓ All children have equal opportunities.
- ✓ Aspirations are raised.
- ✓ Pupil feedback is positive.

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### **Quality Training for all Staff - ensuring high quality first teaching from all teaching staff.**

- ✓ Middlesbrough Schools Teaching Alliance (MSTA) CPD programmes and networks
- ✓ Level 3+ TA's paid to stay an extra hour on Tuesday's for: Moderating/planning/pupil progress meetings/CPD.
- ✓ Reading training for all staff – PD Day.
- ✓ Behaviour training for all staff including lunchtime supervisors – PD Day.

### **Outcomes:**

- ✓ CPD provision supports all teaching staff in gaining increasing knowledge and understanding to support pupils.
- ✓ CPD directly supports the whole school improvement plan as well as individuals through the performance management / appraisal process.
- ✓ CPD supports good and outstanding teaching and learning overtime, across the whole school.
- ✓ Effective high quality planning and questioning successfully promotes learning at greater depth.
- ✓ Marking and feedback secures application of skills across the curriculum.

### **Developing Resilience and Collaboration – developing life skills for the modern world.**

- ✓ Continue use of the 'Tough Turtle' stickers – introducing a new 'Collaboration' sticker.
- ✓ Collaboration CPD for all staff.
- ✓ Growth Mindset.

### **Outcomes:**

- ✓ Children have positive attitudes to learning and behaviour for learning is at least good and in many instances outstanding.
- ✓ Children demonstrate regularly that they are able to collaborate in order to improve and learn more effectively.
- ✓ Children demonstrate resilience when working at greater depth.

### **Creating a Culture and Ethos of Healthy Eating / Keeping Active – ensuring that all pupils understand and lead a healthy lifestyle.**

- ✓ Healthy Eating Parent / Child sessions.
- ✓ Cookery Club
- ✓ Sports / Active clubs at lunchtimes

### **Outcomes:**

- ✓ Children understand the importance of keeping active and eating healthily and the impact it can have on learning.
- ✓ Parents and children are supported in being able to cook cheap, healthy meals for their families.
- ✓ Children participate in at least 30 minutes activity daily, outside of the PE Curriculum.

### **Impact Outcomes :**

#### **End of Reception Outcomes:**

- Reception children participated in the **Yoga Bugs 'Impact and Change' programme**. As a result this

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supported pupils 'Concentration and Listening.' From low starting points, at the end of the year 80% of children achieved 'Expected or Exceeded' for the Early Learning Goal 'Attention and Listening.'

- EYFS '**Good Level of Development**' increased to **71%** this academic year, however with our High Needs Base children taken out, rose to **75%**. This is an increase from last year and continues a four year upward trend.

**KS1 and KS2 progress measures are not yet available until Autumn 2017 – these will be reported in relation to those eligible for Pupil Premium funding.**

### **End of Key Stage One Outcomes:**

- 74% met the **National Standard in Reading** at the end of KS1 (not including the High Needs Base children). This is slightly below the National (76%) and above the Local (68%) average. Those that are working at '**Greater Depth**' (15%) is lower than National and similar to Local.
- 72% met the **National Standard in Writing** at the end of KS1 (not including the High Needs Base children). This is higher than the National (68%) and Local (62%) average. Those working at '**Greater Depth**' (15%) is 1% lower than the National but higher than the Local average (13%). We have improved in this area this year.
- 77% met the **National Standard in Maths** at the end of KS1 (not including the High Needs Base children). This is above the National (75%) and Local (70%) average. Those working at '**Greater Depth**' (21%) is the same as National and higher than the Local average (16%).
- 72% secured the **National Standard in Reading, Writing and Maths (combined)** at the end of KS1. This is above the National (64%) and Local (56%) average. The combined % working at '**Greater Depth**' (8%) is lower than National (11%) and the same as the Local average.
- All pupils but three have moved into Key Stage 2 having successfully passed the **phonic screening test**.

### **End of Key Stage 2 Outcomes:**

- 85% met the **National Standard in Reading** at the end of KS2. This is above the National (71%) and the Local (69%) average.
- 80% met the **National Standard in Writing** at the end of KS2. This is slightly below the National (76%) and above the Local (75%) average.
- 85% met the **National Standard in Maths** at the end of KS2. This is higher than the National (75%)

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and Local (75%) average.

- 83% met the **National Standard in Grammar, Punctuation and Spelling (GPS)** at the end of KS2. This is higher than the National (77%) and Local (77%) average.
- 70% secured the **National Standard in all Reading, Writing and Maths (combined)** at the end of KS2. This is above the National (61%) and Local (60%) averages.
- In Reading **Pupil Premium pupils attained higher** than non-pupil premium with again a minimal difference of 0.6% for those attaining the 'Expected Standard'.
- In Writing **Pupil Premium pupils attained higher** than non-pupil premium again with a difference of 4.6% for those attaining the 'Expected Standard'.
- In Maths **Pupil Premium pupils achieved again slightly higher** than Non with a minimal gap of 0.6% for those attaining the 'Expected Standard'.

### Whole School Outcomes:

- There have been some improvements on **attendance and punctuality** this year. The % for attendance at the end of the academic year was 95.7%. This is an increase from last year. We have also made other improvements such as 100% attendance and reduced holidays: 32 pupils achieved 100% for the whole year. This is a slight increase from 29 last year. Termly 100% attendance also increased each term.
- Continued to increase **parental engagement** and support in pupil learning. Examples of this include: 50 parents attending the Open Morning's.
- **Children's University** - 16 pupils graduated this year. Pupils are still collecting stamps and there has been an increase in the number of pupils registered. There has also been an increase in the number of after school clubs provided.
- Pupils from across the school have worked with our **Outdoor Learning Assistant** regularly each term.
- **Increasing memorable experiences.**