

# EASTERSIDE ACADEMY

## Proposed Pupil Premium Spending 2017 - 2018



### Overview of school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	262 (Not including Nursery) 157 eligible for PP
% of pupils eligible for PPG	59.92%
<b>Total amount of PPG received</b>	<b>£207, 204.00</b>

### 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.
- 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
- ✓ Continued increase in staffing by another PSA to support pupils and parents and SEMH in school.
- ✓ 3 part time PSAs to support pupils and parents.
- ✓ CPD / Emotional, Social and Behavioural interventions.
- ✓ Increased provision and access to Play therapy – including group therapy.
- ✓ Team Teach training for all staff.
- ✓ Training for staff linked to specific SEMH needs.
- ✓ THRIVE training and introduction into school to support SEMH / PSHE both curriculum and interventions / support plans for groups / individuals.

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### 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.

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

- ✓ Additional teacher for KS1 for the second half of the year.
- ✓ 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 (L2) – 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.

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- ✓ 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 agreed assessments to support teaching and learning of the English curriculum.
- ✓ Power of Reading Training for 4 key members of staff – introducing the Power of Reading in school.
- ✓ Grammar training for all staff.

### **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.

### **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' / 'APP' / website.
- ✓ Parent Engage Team.
- ✓ Family Events including 'Colour Run'.

### **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.

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**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 – Carlton Outdoor Education Centre
- ✓ Supporting ‘101 Things to do Before You Leave Easterside Academy.’
- ✓ Outdoor People – Camping on the School Field

### **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.

**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.
- ✓ Team Teach training for all staff – PD Day.
- ✓ Science Training – PD Day.
- ✓ Physical English and Maths – Twilights X2
- ✓ Grammar Training – Twilight
- ✓ External support to develop ‘Emerging Teachers’.

### **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’ and ‘Collaboration’ stickers.
- ✓ Collaboration CPD for all staff continued.
- ✓ Development and embedment of the academy’s collaboration progression document.
- ✓ Learning Enquiry Walk linked to collaboration.

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- ✓ 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
- ✓ Physical English and Maths training.
- ✓ Increase daily physical activity outside of PE curriculum.
- ✓ Learning Outside the Classroom – Gold Award.

### 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.

### **We will measure the impact of the pupil premium by:**

- Regular monitoring and challenge of attendance.
- Engagement of parents in school through a wide variety of different events linked to children's learning.
- Regular pupil progress meetings.
- Downgrading of welfare concerns and/or evidence of successful impact when support and interventions have been put in place.
- Monitoring of teaching and learning outcomes.
- Pupil and parent questionnaires and opportunities given for feedback.
- Evaluation and impact from CPD – reported termly to governors.
- Yoga Bugs 'Change and Impact' Report.
- End of KS outcomes.

**The date of the next pupil premium strategy review is July 2018 and September 2018. Progress checks are also carried out periodically throughout the year.**