

Easington CE Primary School

Pupil Premium Strategy Statement 2018 – 2019

1. Rationale

At Easington CE Primary School, we strongly believe that teaching and learning opportunities meet the needs of all pupils. We strive to ensure that appropriate provision is made for our pupils who belong to vulnerable groups ensuring that the needs of these pupils are adequately assessed and the correct support is put in place. The work we do as a school with our Pupil Premium children is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium pupils.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Post Looked After Children	Number of Service Children
14	Per Pupil £1,320 6 (£7920)	Per Pupil £1,320 5 (£6,600)	Per Pupil £2,300 2 (£4,600)	Per Pupil £300 1 (£300)

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	130	Number of Pupils Eligible	14
Total Pupil Premium Budget	£19,420	% of Pupils Eligible	9.2%

4. 2018 – Outcomes

EYFS	School Dis	NA Other	School diff	Nat diff 2017	KS2 Year 6 – 13 pupils (1 disadvantaged)	School Dis	NA Other	School diff	Nat diff 2017
GLD (FSM 2018) – 17 pupils (1 FSM)	100%	73%	27%	-17%	Expected Standard Reading	100%	80%	20%	-18%
KS1 Y2 - 14 pupils (1 disadvantaged)	School Dis	NA Other	School diff	Nat diff 2017	Expected Standard Writing	100%	83%	17%	-15%
Expected Standard Reading	100%	79%	21%	-17%	Expected Standard Maths	100%	81%	19%	-15%
Expected Standard Writing	0%	74%	-74%	-19%	Expected Standard GPS	100%			-17%
Expected Standard Maths	100%	80%	2015	-18%	Expected Standard RWM combined	100%	70%	30%	-20%

5. 2018 KS1 –KS2 VA Progress

1 pupil

Average VA	School Disadvantaged	National other	Difference	Nat gap 2017
Reading	-3.72	0.31	-4.03	-1
Writing	-2.6	0.24	-2.84	-0.5
Maths	-5.3	0.31	-5.61	-0.9

Current Attainment									
Cohort	Subject	Current Baseline Data % who are on track to achieve expected standard or above				Aspiration at End of Year % who will achieve expected standard or above			
		All	Disadvantaged	Other	Difference	All	Disadvantaged	Other	Difference
Year 6	Reading	76%	75%	77%	-2%	77%	100%	77%	23%
	Writing	85%	75%	89%	-14%	85%	75%	89%	-14%
	Maths	85%	75%	89%	-14%	85%	75%	89%	-14%
	GPS								
Year 5	Reading	88%	100%	81%	19%	88%	100%	81%	19%
	Writing	83%	100%	81%	19%	83%	100%	81%	19%
	Maths	88%	100%	86%	14%	88%	100%	86%	14%
Year 3	Reading	86%	100%	85%	15%	86%	100%	85%	15%
	Writing	86%	0%	85%	-85%	86%	0%	85%	-85%
	Maths	86%	100%	85%	15%	86%	100%	85%	15%
Year 2	Reading	88%	50%	91%	-41%	88%	50%	91%	-41%
	Writing	84%	50%	87%	-37%	84%	50%	87%	-37%
	Maths	88%	50%	91%	-41%	88%	50%	91%	-41%
Year 1	Reading	94%	100%	93%	7%	94%	100%	93%	7%
	Writing	82%	66%	86%	-20%	82%	66%	86%	-20%
	Maths	94%	66%	93%	-27%	94%	66%	93%	-27%
EYFS	GLD	77%	0%	90%	90%	77%	0%	90%	90%

6. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Higher percentage of PP pupils in Y1 (18%) and Y6 (29%) may lead to lower attainment due to lack of focus and concentration in lessons and a lack of resilience to learning.	Attainment of Y1 and Y6 PP pupils is at least broadly in line with non-PP pupils
B	Some PP pupils find it challenging to fully engage in their learning, they lack confidence and resilience.	Pupils with social, emotional and mental health needs are well supported in school and make at least expected progress. All staff are upskilled in SEMH through effective CPD in order to support vulnerable children.
C	Progress across school in writing for some pupils who are eligible for PP making less than expected progress	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage
7. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
Barriers		Desired Outcomes
D	Attendance of PP children was well below attendance of other pupils in 2017-2018, which could lead to underachievement. PP attendance was, non PP attendance was	The difference between the attendance of PP pupils and other pupils diminishes. The attendance of persistent absentee children rises to at least 95%
E	Families who may struggle to pay for extracurricular activities e.g. after school clubs, residential trips, class trips, music tuition	All PP children are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation/ Impact
A	<p>Improve progress for PP pupils especially in Y1 and Y6</p> <p>PP children in Y1 and Y6 make at least expected progress in R/W/M.</p>	<p>Use teaching assistant time to:</p> <p>a) target PP children</p> <p>b) Allow the teacher additional contact time with specific children during English and Maths lessons to ensure progress within lessons through the consolidation and application of skills.</p> <p>Interventions/catch up sessions including Lexia. Ongoing CPD for all staff. Extra resources to support learning, website subscriptions.</p> <p>Use external provider to carry out detailed data analysis in order to identify priorities and plan intervention/catch up.</p>	<p>Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)</p>	<p>Data Analysis - £1032</p> <p>Maths Consultant CPD for whole staff - £500</p> <p>TA time and support - £9,500</p>	<p><i>The impact of interventions and PD for staff has had a positive impact on progress and attainment for PP children.</i></p> <p><i>Year 1:</i> <i>Reading – 66% (2/3) making expected progress. 33% making less than expected</i> <i>Writing – 100% of children making expected progress</i> <i>Maths – 66% (2/3) making expected progress. 33% (1/3) making more than expected</i></p> <p><i>Year 2:</i> <i>100% (1/1) making expected progress in RWM</i></p> <p><i>Year 3:</i> <i>100% (2/2) making expected progress in Reading and writing</i> <i>50% (1/2) children making expected progress in maths</i></p> <p><i>Year 4 – N/A</i></p> <p><i>Year 5:</i> <i>50% (1/2) children making expected progress in RWM. 50% making less than expected progress in RWM. Child was exceeding in all areas at end of EYFS.</i></p> <p><i>Year 6:</i> <i>Reading – 80% (4/5) making expected progress. 20% (1/5) making more than expected progress</i> <i>Writing – 80% (4/5) making expected progress. 20% (1/5) making more than expected progress</i></p>

					<p><i>Maths – 80% (4/5) making expected progress. 20% (1/5) making more than expected progress</i></p> <p><i>Children who are currently not making expected progress have been targeted in Spring Term Pupil Progress Meetings as priorities for Intervention</i></p>
B	<p>PP pupils are well supported in relation to emotional and mental health needs. Resilience, motivation and independence of PP pupils is improved.</p> <p>Staff understand the importance of mental health in both themselves and children. Staff are aware of the signs of depression and anxiety in children and have the strategies to manage this. Staff support parents of children with emotional and mental health needs. School celebrates the importance of</p>	<p>Whole staff CPD on SEMH Emotional Well Being Lead allocated in school Resilience Award introduced on a weekly basis</p>	<p>BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.</p> <p>Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.</p>	<p>Whole staff CPD training - £750 Ongoing CPD for staff - £300</p>	<p><i>Staff received CPD on SEMH at the beginning of the Spring Term. Feedback from the session was very positive. It provided staff with a deeper insight into children’s mental health and some strategies to support children.</i></p> <p><i>Emotional Well Being Lead has now been allocated and is currently taking part in Mental Health PD through the Peterlee Partnership.</i></p> <p><i>Head Teacher has been in contact with Chris Duke, author of ‘Lucy’s Blue Day’. He is going to visit school during the Summer Term to work with children on feelings and mental health, which will support children in managing their feelings.</i></p> <p><i>A Resilience Award is given every week to one child in school (with a focus on PP children). The award gives a specific reason for the award linked to resilience. As a school we continue to work hard with children on the importance of being resilient and have completed a lot of work focusing on FAIL (First Attempt In Learning).</i></p>

	being resilient and examples of resilience amongst children in school				
C	Improve outcome across school in writing for those eligible for Pupil Premium funding.	<p>Writing moderation with neighbouring school and LA</p> <p>Writing CPD for all staff to ensure teacher of writing is effective across school</p> <p>Interventions put in place for those PP children who are below age related expectations in different year groups</p> <p>Writer of the week award introduced</p>	<p>Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.</p> <p>The agreement or moderation of assessment judgements is essential so that all those involved (e.g. teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. (NfER)</p>	<p>Writing CPD - £1500 SLA - £1280</p>	<p><i>Writer of the week award is now fully implemented. This has raised the profile of writing across school. One child is selected each week and their writing is read out to the whole school.</i></p> <p><i>Spring Term Data for writing for Pupil Premium (will update this at EOY when final assessments are reported by Class Teachers):</i></p> <p><i>EYFS – 50% (1/2) children on track to achieve GLD</i></p> <p><i>Y1 – 66% (2/3) children will achieve Expected Standard EOY</i></p> <p><i>Y2 – 50% (1/2) children will achieve Expected Standard EOY</i></p> <p><i>Y3 - 50% (1/2) children will achieve Expected Standard EOY</i></p> <p><i>Y4 – N/A</i></p> <p><i>Y5 – 100% (2/2) children will achieve Expected Standard EOY</i></p> <p><i>Y6 – 80% (4/5) children will achieve Expected Standard. 60% (3/5) children will achieve Higher Standard in writing.</i></p> <p><i>Overall percentage – 69% of PP children will achieve AGE RELATED EXPECTATIONS OR ABOVE IN WRITING</i></p>

		Letter Join – Handwriting Scheme (books)	<p>Letter Join was researched in depth and other schools were visited that had Letter Join embedded in their school. Handwriting was too a high standard in books and throughout displays in schools. Head Teachers of all schools highly recommended this scheme.</p> <p>Joined, neat legible handwriting is an essential skill that must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum, it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.</p>	Letter Join Subscription (Handwriting scheme) £312	<p><i>It is evident through book monitoring and lesson monitoring that the standard of writing across school has improved. Head Teacher completed Weekly Book Monitoring's and is seeing an improvement in handwriting and presentation. Children also report that they feel their handwriting has improved since beginning the scheme (see weekly book monitoring records).</i></p> <p><i>Increased amount of children are now joining consistently and writing in a neat, fluent style.</i></p> <p><i>Handwriting awards for each class have been introduced. Each week a child is chosen as the Handwriting Star in their class. This has resulted in children putting more effort into their handwriting in the hope of achieving the award.</i></p>
D	The difference between the attendance of PP pupils and other pupils diminishes. The attendance of persistent absentee children to be in line with all pupils nationally.	<p>Attendance letters sent home to parents</p> <p>Prizes for 100% attendance for pupils</p> <p>Weekly attendance award for class with the highest attendance</p> <p>Half termly attendance meetings with Deputy Head to analyse attendance and target persistent absentees.</p> <p>Parents invited in to school to discuss child's attendance and targets to be set. Follow DCC protocols for attendance.</p>	<p>CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.</p>	Prize and rewards - £750	<p><i>Over the year 100% of PP children have an individual attendance of over 90%.</i></p> <p><i>Over the year 69% of PP children have an individual attendance of over 95%.</i></p> <p><i>Overall PP attendance this year is 96.5% compared to 95.9% for other pupils. Attendance of PP children is above National.</i></p>

E	Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities	School will subsidise residential and school trips. Subsidise After School clubs and uniform	<p>Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p> <p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	Payment for PP children for trips/residential/after school clubs - £3500	<p><i>85% (11/13) of PP children have attended After School Clubs and extra-curricular activities this year which have been fully subsidised by school.</i></p> <p><i>Residential trips for upper Key Stage 2 have been 100% subsidised for 1 child and 50% for another child.</i></p> <p><i>All school trips for PP children have been fully subsidised by school. 100% of PP children have attended all school trips this year.</i></p> <p><i>All of the above had ensured that PP children have experienced outdoor learning and essential experiences linked to key aspects of learning in school. Attendance of extra-curricular activities has ensured PP children are learning new life long skills such as cooking, baking and art and crafts. Sporting activities have also helped in improving their lifestyle and staying active.</i></p>
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9. Budget Summary		
Desired Outcome		Cost
A	Attainment of Y1 and Y6 PP pupils is at least broadly in line with non-PP pupils	£11,032
B	Pupils with social, emotional and mental health needs are well supported in school and make at least expected progress. All staff are upskilled in SEMH through effective CPD in order to support vulnerable children.	£1,050

C	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	£3,092
D	The difference between the attendance of PP pupils and other pupils diminishes. The attendance of persistent absentee children rises to at least 95%	£750
E	All PP children are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition	£3,500
Total Budget Spent		£19,424

Additional Funding Supporting Provision

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Councillor Angela Surtees

Pupil Premium Committee Meeting:

Autumn:

10th December 2018

Spring:

14th March 2019

Summer:

Autumn Summary:

Policies and website relating to Pupil Premium reviewed and checked by Governor. Governor expressed concerns over identifying number of children in each year group (current attainment). This was due to concerns about a child being identified from this due to the small numbers in each cohort. The numbers of PP children in each cohort has now been removed. A follow up meeting has been scheduled to complete the following monitoring activities:

- Monitoring of PP writing books (outcome C)

- Monitoring of PP attendance and after school club participation (outcomes D and E)
- Pupil voice from PP children in school (all outcomes)

Visit scheduled for FRIDAY 1ST MARCH – 1:15pm – 3:15pm

Spring Summary:

Councillor Surtees visited school on 14th March and met with the HT to monitor the Pupil Premium Statement. The monitoring involved looking at the attendance of PP children (95.3%) and looking at current attainment data and progress. Councillor Surtees also monitored PP children's books. A full Governor Visit form was completed – please see this for reference.

Summer Summary:

Review Date

July 2019