

Primary School

Pupil Premium Strategy Impact Statement 2019 – 2020

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 2019-2020	Number of Eligible Boys 2019-2020	Number of Eligible Girls 2019-2020	Number of Looked After Children/ Post LAC 2019-2020	Number of Service Children 2019-2020
15	Per Pupil £1,320 6 (£7920)	Per Pupil £1,320 6 (£7920)	Per Pupil £2,300 2 (£4600)	Per Pupil £300 1 (£300)

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

3. Early Years Pupil Premium Funding

Total of Nursery Pupils 2019-2020	Number of Eligible Pupils 2019-2020	Number of Eligible Boys 2019-2020	Number of Eligible Girls 2019-2020	Total EYPP Budget 2019-2020
0	0 pupils	0 pupils	0 pupils	0

4. Pupil Premium Summary Information – 2019-2020

Total Number of Pupils (Inc. FTE)	130	Number of Pupils Eligible	15
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Total Pupil Premium Budget	£20740	% of Pupils Eligible	11.5%
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5. 2019 – Disadvantaged pupils outcomes

Due to low PP and PP+ numbers and the need to protect individual data, we track attainment information but only publish it when numbers in a year group ensue children are not identifiable

EYFS –								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
KS1 Y2 –					Greater Depth Standard			
					School Dis	NA Other 2019	School diff	Nat diff 2019
Reading								
Writing								
Maths								
KS2 Y6 -					Higher/ Greater Depth Standard			
					School Dis	NA Other 2019	School diff	Nat diff 2019
Reading								
Writing								
Maths								
GPS								

RWM combined								
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6. 2019 KS1 – KS2 VA Progress (Disadvantaged)

Due to low PP and PP+ numbers and the need to protect individual data, we track attainment information but only publish it when numbers in a year group ensue children are not identifiable.

Average VA	School Disadvantaged	National other 2019	Difference	Nat gap 201
Reading				
Writing				
Maths				

7. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
A	<ul style="list-style-type: none"> Higher percentage of PP pupils in certain cohorts (28%) may lead to lower attainment due to lack of focus and concentration in lessons and a lack of resilience to learning. On average pupils in receipt of pupil premium are 'Working Towards' or working 'below' the Expected Standard in writing. 	<ul style="list-style-type: none"> Attainment of PP pupils is at least broadly in line with non-PP pupils To improve the quality of writing for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing.
B	<ul style="list-style-type: none"> Limited life experiences and opportunities of some pupils 	<ul style="list-style-type: none"> Pupils have the opportunity to experience Arts and Sports as well as understanding of a healthy lifestyle
C	<ul style="list-style-type: none"> Some Pupil Premium children struggle with rapid recall of maths Number facts such as times tables, number bonds. 	<ul style="list-style-type: none"> Pupil's ability to recall number facts and begin to use this information to tackle world problems will improve.

8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
Barriers		Desired Outcomes
D	<ul style="list-style-type: none"> Families who may struggle to pay for extracurricular activities e.g. after school clubs, residential trips, class trips, music tuition 	<ul style="list-style-type: none"> All PP children are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition
E	<ul style="list-style-type: none"> Emotional resilience of pupils for Pupil Premium is sometimes low when compared to their peers. Some PP pupils find it challenging to fully engage in their learning, they lack confidence and resilience. 	<ul style="list-style-type: none"> 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.

9. Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation
A	<ul style="list-style-type: none"> Improve progress for PP pupils especially in year Y6 so that PP children in Y6 make at least expected progress in Reading/Writing/Maths Attainment of PP pupils is at least broadly in line with non-PP pupils To improve the quality of writing 	<p>Use teaching assistant time to:</p> <ul style="list-style-type: none"> Target PP children 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. Interventions/catch up sessions delivered by TAs Ongoing CPD for all staff. Extra resources to support learning, website subscriptions. 	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	<p>Data Analysis - £1032</p> <p>Maths Consultant</p> <p>Writing and Spelling CPD for whole staff - £750</p> <p>TA time and support - £9,500</p>	<p>Pupil Progress meetings.</p> <p>In school tracking.</p> <p>Book and lesson monitoring.</p>	<i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i>

	for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing.	<ul style="list-style-type: none"> Use external provider to carry out detailed data analysis in order to identify priorities and plan intervention/catch up. 		<p>Letter Join Handwriting Scheme - £220</p> <p>Cornerstones End of Term assessments - £510</p> <p>£500 – High Quality Reading Books</p> <p>Twinkle Subscription - £100</p>		<i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i>
B	Pupils have the opportunity to experience Arts and Sports as well as understanding of a healthy lifestyle	<ul style="list-style-type: none"> Quality Music provision. Fees paid for all Pupil Premium children who learn an instrument. Visitors in school – opportunities to engage creatively linked to an area of learning. Free milk for current FSM children following the Government announcement that from January 2015, FSM children should be offered free milk. 	The EEF think an enriching education has intrinsic benefits They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education	<p>PP pupils are accessing free music tuition for Flute -£300</p> <p>Charanga Music Scheme Renewal - £234</p> <p>Cool Milk - £325</p>	Evidence base will be in the form of a questionnaire/ pupil voice	<i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i>

C	Some Pupil Premium Children struggle with rapid recall of maths number facts such as times tables, number bonds etc.	Small group catch up sessions. To embed the use of maths manipulatives Timetabled TA/HLTA support to either work with children or free up the class teacher to provide feedback and guidance to children.	The purposeful use of maths manipulatives his highlighted as within the EEF document improving mathematics in keys Stage 2.It also explains that we need to ensure that pupils develop fluent recall facts	TA/teacher time - £2950 TT Rockstars - £270	In school tracking	<i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i>
D	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	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)	Payment for PP children for residential/after school clubs and Subsidising activities for PP children to enrich learning experiences (e.g. school visits- visitors). - £3000	Evidence base will be in the form of a questionnaire/pupil voice	<i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i>

			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.			
E	<ul style="list-style-type: none"> 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. 	<p>Whole staff CPD on SEMH</p> <p>Emotional Well Being Lead allocated in school</p> <p>Registration for the Durham Resilience Project</p> <p>PP children involved in new Emotional Wellbeing initiative – random acts of kindness throughout the year.</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</p> <p>Ongoing CPD for staff - £300</p> <p>TA time to run EWB Interventions 1X per week (Included in £9500 – Action A)</p>	<p>Pupil questionnaires.</p> <p>Pupil Voice.</p> <p>Curriculum planning.</p>	<p><i>See Autumn Term Review and Pupil Premium evaluation (bottom of document)</i></p>

10. Budget Summary

Desired Outcome		Cost
A	Improve progress for PP pupils especially in year Y6 so that PP children in Y6 make at least expected progress in Reading/Writing/Maths Attainment of PP pupils is at least broadly in line with non-PP pupils To improve the quality of writing for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing.	£12,612
B	Pupils have the opportunity to experience Arts and Sports as well as understanding of a healthy lifestyle	£859
C	Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds etc.	£3220
D	Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities	£3000
E	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.	£1050
Total Budget Spent		£20,741

Additional Funding Supporting Provision

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Angela Surtees

Pupil Premium Committee Meeting

Autumn: by email reviewing the PP statement

Spring:

Summer:

Autumn Summary

Reviewing the statement – the document sets out very clear objectives for PP children to improve attainment and achievements and participation in a range of activities sports arts, after school club, trips, etc. The document also points out how this will be achieved and implemented through interventions and engagement in varied activities. Also the investment in staff to improve their knowledge is key and relevant to some packages to be used in delivery interventions.

Agree completely that due to the small cohort of PP children the school we need to protect identities of any PP children.

Asurtees 30/1/20

Spring Summary

N/A due to school closure - COVID

Summer Summary

N/A due to school closure - COVID

Review Date

July 2020

Easington C of E Primary
Pupil Premium Evaluation 2019-2020

Budget Summary			
Desired Outcomes	Cost	Impact/COVID	
<p>A</p> <ul style="list-style-type: none"> • Improve progress for PP pupils especially in year Y6 so that PP children in Y6 make at least expected progress in Reading/Writing/Maths • Attainment of PP pupils is at least broadly in line with non-PP pupils • To improve the quality of writing for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing. 	<p>£12,612</p>	<ul style="list-style-type: none"> • <i>At the time of Lockdown, 50% of PP children in Year 6 (2 children) were on track to Achieve AT STANDARD in R/W/M. This assessment judgement was based on end of Spring Term data before school closed due to COVID. Child in Year 6 who was not on track had poor attendance from September 2019 and extenuating family circumstances.</i> • <i>We will use the Spring Term data and baseline assessments conducted at the beginning of the Autumn Term 2020 to carefully track the attainment of PP pupils. At the time of Lockdown, evidence through PP meetings indicated that attainment of PP pupils overall was slightly below that of non-PP children.</i> • <i>Spring Term Assessments showed that: 66% of PP children would achieve the expected standard in writing at the end of the year 14% of PP children would achieved Higher Standard in writing at the end of the year</i> • <i>Throughout Lockdown, Home-School learning was provided on a daily basis, including a daily writing activity.</i> 	
<p>B</p> <ul style="list-style-type: none"> • Pupils have the opportunity to experience Arts and Sports as well as understanding of a healthy lifestyle 	<p>£859</p>	<ul style="list-style-type: none"> • <i>All PP children were offered the opportunity of music lessons. One child took part in this at a cost of £45 per term</i> • <i>Charanga scheme was purchased and allowed the delivery of a high quality music curriculum in school.</i> • <i>7 PP children were part of the Cool Milk scheme in school and had a healthy drink daily</i> 	

<p>C</p>	<ul style="list-style-type: none"> Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds etc. 	<p>£3220</p>	<ul style="list-style-type: none"> <i>Maths Interventions (including Times Tables Rockstars) planned by class teachers and delivered by TAs were implemented throughout the Autumn Term and the beginning of the Spring Term before lockdown. Data shows that:</i> <i>66% (10/15) of PP children were on track to achieve At Standard in Maths at the end of the Summer Term.</i> <i>20% (3/15) of PP children were on track to achieve Exceeding/Higher Standard in Maths at the end of the Summer Term.</i> <i>100% (2/2) of PP children who were due to take the Year 4 Times Table Test were predicted to pass the test.</i> <i>Throughout Lockdown, Home-School learning was provided on a daily basis, including a daily maths activity</i> <i>We will the Spring Term data and end of year predictions to continue to closely track and monitor the progress and attainments of PP children in maths.</i>
<p>D</p>	<ul style="list-style-type: none"> Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities 	<p>£3000</p>	<ul style="list-style-type: none"> <i>At the point of lockdown, from September to March 80% (12/15) of PP children accessed extra-curricular activities at a cost of £1672.00</i> <i>Residential this year were unfortunately cancelled due to COVID, however 100% of PP children who were eligible to attend the residentials were going.</i> <i>From September – March PP children attended:</i> <i>A Viking Day</i> <i>Newcastle Castle The Oriental Museum</i> <i>Whole School Christmas Cinema Trip</i> <i>Oriental Museum Trip</i>
<p>E</p>	<ul style="list-style-type: none"> 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. 	<p>£1050</p>	<ul style="list-style-type: none"> <i>Interventions focusing on SEMH implemented throughout the Autumn and Spring Term (up until March).</i> <i>All staff received training on Emotional Well-being and developing resilience in children.</i> <i>PP children took active part in Random Acts of Kindness Initiative</i>

			<ul style="list-style-type: none">• <i>Phone calls were made to key families during lockdown to offer emotional support</i>• <i>Phone calls and Zoom meetings from teachers to children was introduced during the lockdown period</i>
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