



# Easington C of E Primary School



## Pupil Premium Strategy Statement 2020-2021

### 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 2020-2021	Number of Eligible Boys 2020-2021	Number of Eligible Girls 2020-2021	Number of Looked After Children/ Post LAC 2020-2021	Number of Service Children 2020-2021
22	Per Pupil £1,320 12 (£15840)	Per Pupil £1,320 8 (£10560)	Per Pupil £2,300 2 (£4600)	Per Pupil £300 0

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

### 3. Pupil Premium Summary Information – 2020-2021

Total Number of Pupils ( Inc. FTE )	120	Number of Pupils Eligible	22
Total Pupil Premium Budget	£31000	% of Pupils Eligible	18%

#### 4. 2020 – 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								

### 5. 2020 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				

6. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	<ul style="list-style-type: none"> <li>Some Pupil Premium children do not enter early years at age related-expectations in the area of communication and language (especially in light of COVID Pandemic and children missing a prolonged period of nursery). This means they need to make more progress than their peers to catch up that gap.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE by the end of each key stage.</li> <li>High quality provision both indoors and outdoors help supports PP children meet ARE in communication and language.</li> </ul>
B	<ul style="list-style-type: none"> <li>Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils’ learning desire and good behaviours.</li> </ul>
C	<ul style="list-style-type: none"> <li>On average, children in receipt of pupil premium are ‘Working Towards’ or working ‘below’ the Expected Standard in writing.</li> </ul>	<ul style="list-style-type: none"> <li>To improve the quality of writing for children in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing.</li> </ul>
D	<ul style="list-style-type: none"> <li>Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills. In KS2 some pupils have poor comprehension skills.</li> </ul>	<ul style="list-style-type: none"> <li>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.</li> </ul>
7. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
Barriers		Desired Outcomes
E	<ul style="list-style-type: none"> <li>Families who may struggle to pay for extracurricular activities e.g. after school clubs, residential trips, class trips, music tuition</li> </ul>	<ul style="list-style-type: none"> <li>All PP children are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition</li> </ul>
F	<ul style="list-style-type: none"> <li>Less engagement in home reading by adults and opportunities to support and value reading.</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.</li> </ul>

## 8. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation
<b>A</b>	Continued good outcomes for Pupil Premium pupils within Early Years	<p>Use Speech and Language Link for all PP children.</p> <p>Update staff training</p> <p>More TA support in EYFS classroom to focus on C &amp; L through interventions.</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF)</p> <p>High performing schools direct resources towards the Early Years Foundation Stage</p>	<p>Speech and Language Link -£700</p> <p>CPD costs- £1000</p> <p>TA Support £3000</p>	<p>Pupil Progress meetings.</p> <p>In school tracking/on entry data</p>	

<b>B</b>	<ul style="list-style-type: none"> <li>• Pupils with social, emotional and mental health needs are well supported in school and make at least expected progress.</li> <li>• All staff are upskilled in SEMH through effective CPD in order to support vulnerable children.</li> </ul>	<p>Whole staff CPD on SEMH</p> <p>Whole Staff CPD on Developing Emotional Resilience in children</p> <p>Registration for the Durham Resilience Project</p> <p>PP children involved in continued 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>	CPD £1000		
<b>C</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Interventions/catch up sessions delivered by TAs</p> <p>Ongoing CPD for all staff.</p> <p>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</p>	<p>Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)</p>	TA Time £9500	<p>See individual Year Group writing data</p> <p>In school tracking</p>	

		intervention/catch up.				
<b>D</b>	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels	Individual reading support Lexia reading program  Class Dojo App to increase parental engagement and motivate pupils.  Homework club	Research into LEXIA as an effective resource to support the development of reading and spelling.	Lexia Teacher/TA support  £4000	See individual year group data	
<b>E</b>	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  Musical Tuition	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) 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.	Payment for PP children for residential/after school clubs and Subsidising activities for PP children to enrich learning experiences (e.g. school visits- visitors). £4500  Music tuition and instrument hire £500	Evidence base will be in the form of a questionnaire/pupil voice	

F	Children eligible for PP will develop a love of reading and will have increased opportunities to read regularly	Timetable 1-1 sessions for PP children to read in school. Upskill staff in encouraging a love of reading among the children in their class. Order further reading resources linked to interests of children eligible for PP. Plan and deliver a session on reading at home for parents.	Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel. Successful schools deploy the best staff to support their most disadvantaged pupils, and use their resources to develop the skills and roles of their teachers and teaching assistants.	CPD costs - £1000  High quality reading resources- £1500  TA time £3000	See individual year group data	
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## 10. Budget Summary

Desired Outcome		Cost
A	Continued good outcomes for Pupil Premium pupils within Early Years	£4700
B	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	£1000
C	Children eligible for PP will make good progress from starting points in writing, and gap between PP children and national other in writing will narrow.	£9500
D	Children eligible for PP will make good progress from starting points in reading, and gap between PP children and national other in reading will narrow.	£4000



E	Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities	£5000
F	Children eligible for PP will make good progress from starting points in reading, and gap between PP children and national other in reading will narrow.	£5500
<b>Total Budget Spent</b>		£29700

<b>Governance – Pupil Premium Link Governor is Councillor Angela Surtees</b>			
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:
<b><u>Autumn Summary</u></b>			
<b><u>Spring Summary</u></b>			

**Summer Summary**

**Review Date**

July 2021