# Enquire Learning Trust: Pupil premium strategy statement

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here.

|  |
| --- |
| 1. **Summary information**
 |
| **School** | East Whitby Primary Academy |
| **Academic Year** | 20/21 | **Total PP budget** | £500 | **Date of most recent PP Review** | Apr 21 |
| **Total number of pupils** | 214 | **Number of pupils eligible for PP** | 65 | **Date for next internal review of this strategy** |  |

|  |
| --- |
| 1. **Current achievement**
 |
| **End of KS2 pupils** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving ARE +/ GD in reading** |  ***63*** | ***15*** |  |
| **% achieving ARE +/ GD in writing** | **63** | **15** |  |
| **% achieving ARE +/ GD in maths** | **68** |  **18** |  |
| **% achieving ARE+/ GD in reading, writing & maths combined** | **70** |  **4** |  |
| **% making at least expected progress in reading**  | **88%** |  |
| **% making at least expected progress in writing** | **88%** |  |
| **% making at least expected progress in maths**  | **92%** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)**

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; internal data; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.  |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Low levels of speech and language at the start point |
|  | Engagement with reading/ developing reading fluency |
| **C.** | Lack of experiences outside of the locality leading to poor understanding of broader themes and issues. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance (this is compounded by seasonal holidays due to many parents working seasonal jobs.) |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Increase in % of pupils achieving ARE and GD from disadvantaged background in Reading. |  |
|  | % in number of pupils from disadvantaged pupils making expected progress |  |
|  | Increase in % of pupils achieving GD from disadvantaged background in Maths |  |
|  | Increase no of pupils from PP backgrounds achieving GLD in EY |  |

|  |
| --- |
| 1. **Planned expenditure**

You may have more than one action/approach for each desired outcome.  |
| * **Academic year**
 | **2020/21** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase number of pupils achieving GLD at the end of reception | Increased focussed teaching of Reading and writing in EY inparticular reviewing and adapting our phonics approach to hit the bottom 20%Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress. . | At the end of Reception in 2019, 54%of FSM pupils were at the expectedlevel in Reading, compared to 76% for non-FSM | Gap between FSM andnon-FSM cohort at the endof Year 1 is again reduced. | EY lead/reading lead | End of Autumn, Spring and Summer term |
| More pupils achieve GD in Maths at the end of KS2 | Additional focussed teaching in Maths to support fluency and Mastery so that Maths GD rises for PP pupils | Gap in Year 6 in number of PP pupils achieving GD at the end of KS2  | Effective monitoring by Maths leadPupils progress meetings. | HT/KS2 Phase Lead?maths lead | Ongoing. Introduction of assessment points to review maths progress more effectively |
| Improve number of pupils achieving GLD. Address Speech and language deficit between PP and Non-PP pupils | Staff appropriately for effective delivery. | Speech and language therapists (SLTs) assess and support children with speech, language and communication difficulties to help them to communicate better.  SLTs might work to improve how clearly a child talks, how well they can understand what is said to them, or how they put sentences together to talk to other people. They can also help with conversation and social skills.  Provide ongoing CPD for staff to deliver high quality programmes. Enable children to achieve ARE | Monitoring and reporting half-termly to opportunity area. Analysis of data.Impact review at the end of the program | DHT/SENCo | ½ termly pupil progress meetings. SLT speech link reviews  |
| **Total budgeted cost** | £18000 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
|

|  |
| --- |
| Ensure increased teacher pupil time for PP pupils through effective use of TA’s |

 | TA allocated Pupil Premium time 100 hrs per week. | Every TA in all year groups targeted interventions for PP children every week. Closing the gap between PP and Non pp children. | Range of monitoring both in and out of class. Enquiry reviews. Pupil progress meetings. | HT/SENCoSLT | Ongoing impact assessment in pupil progress meetings |
| Support pupils with SEMH issues through high quality SEND training Counciling support for targeted pupils | Thrive intervention  | Thrive intervention providing Targeted support to allow our most vulnerable pupils to manage emotions and feelings and cope with pressures and stresses.  | Key leads will monitor provision and through discussion with teachers target specific intervention | SENCo | Half-termly monitoring and review |
| **Total budgeted cost** | £43150 |
|  |  |
| 1. **Other approaches**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Build increasing vocabulary mastery through effectively planned visits supporting an expansive curriculum | Support for a range of trips and visits including residentials for 2 year groups. | Significant experiential gap identified for a range of pupils. This impacts on vocabulary and language. Improving range of experience through pledge system has seen a steady increase in reading and writing outcomes |  Every child goes on at leastone educational visit perterm. | Visits Lead | Monitored visits check, in class follow up investigation. Focussed discussion to ensure curriculum ties and experience is built on. |
| Improved focus in lessons for those with emotional/home issues. Pupils are settled, fit into the ethos of the school and are making good progress | Children identified with social and emotional difficulties supported with interventions New pupil visits. Package of support where needed. Bespoke packages of work e.g. CAMHS, BLIS children (behaviour) SALT (Speech and Language) | Children who take part in social and emotional interventions have fewer periods of isolation and explore calming techniques and social stories to equip them to deal with challenging situations. Early intervention to support services has proven to improve outcomes for children with challenging social and emotional issues.  | Social and emotional interventions are monitored and sessions recorded in learning journeys. Staff to raise Cause for Concerns and refer directly to the SENCo. All staff to follow the graduated approach. Ensure through regular Well Being meetings and CPOMs incident log that all children with emotional and social difficulties are being targeted for interventions, referrals and in class | SENCo/SLT | Monitor sessions andprogress termly. Monitor learning journeys.Monitor the isolation and exclusion log.Child interviews show good understanding of school rules and behaviour policy.Children enjoy school.Well being meetings to monitor attendance. CPOM reviews to monitor isolation, exclusions and cause for concern |
| Improved attendance and punctuality for PP children | Breakfast Clubs and after-school care. Subsidised placesfor targeted children. | Improve persistentabsence of disadvantagedchildren to less than 10%. Improve punctuality ofdisadvantaged children solates are 1% or less. | Weekly monitoring of attendance of identified pupils | HT/Office attendance lead |  |
| Contribution to employment of Music specialist forteaching National Curriculum, sessions for G&T pupilsand after-school activities. | Targeted music provision offered to pupils.Wider music provision for all pupils . | Sutton Trust 2014 report, ‘Extra-Curricular Inequalities’ states: “Parentswith professional occupations are 15%more likely than those with manual jobs to involve their children in extra-curricularactivities.”The report also quotes that the ONSLiving Costs and Food Survey shows topearners are almost four times more likelythan bottom earners to have paid for outof-school enrichment classes. | Monitor and audit music events taken part in.Weekly music for allExtra-curricular classes for targeted individuals | Music Lead | Ongoing review |
| **Total budgeted cost** | **£9800** |

|  |
| --- |
| 1. **Review of expenditure**
 |
| **Previous Academic Year** | **2019/20** |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Increase number of disadvantaged pupils achieving ARE or GD by the end of KS2 | Easter school for Year 6 pupils | Yes. 83% of pupils achieved ARE+ in Reading and Writing. Whilst 89% of pupils achieved ARE+  | Sessions did an effective job of ensuring PP children did not drop off during the Easter break.  | £1500 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
|

|  |
| --- |
| Increased figures at ARE across KS1 and KS2 |

 | TA allocated Pupil Premium time 100 hrs per week. | * Every TA in all year groups targeted interventions for PP children every week.
* End of KS2 attainment gap narrowed Reading 72% ARE+ Writing 79% ARE+ Maths 80%+ plus for PP group.
* Increase in number of PP pupils at ARE across KS2. (Narrowed gap from previous year)
* Increase in pupils achieving expected in Phonics screening check with 75% reaching standard (school 77%)
 | Effective use of support staff allowed teachers to more effectively support pupil premium pupils. Targeted teaching had a significant impact whilst not impacting on progress on non-PP pupils | £71000 |
| Increase number of PP pupils who achieve GD in Maths  | Maths Teacher support in Year 6  | 16% of PP pupils achieved GD in Maths in 2018 this is an increase from 4% in 2017. | Effective Teaching led to PP pupils being challenged at move to mastery level. Consistent timetabling important for this to work. | £890 |
| Increased number of pupils reaching GLD in Reading and Writing in EY | Targetted Phonics support in EY. 5x a week for 45 mins. X20 wees | Increase in number of pupils achieving GLD from 35% to 64% (this figure does not include the children who joined EY in Easter 2018) | Use of targeted Read Write Inc. intervention led to an increase in pupils achieving GLD in Reading and Writing in EY( 57% all pupils 65% of pupils | £900 |
| 1. **Other approaches**
 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Broaden children’s experiential knowledge and understanding | Support for a range of trips and visits including residentials for 2 year groups. | To raise self-esteem, interests in the wider world and access to their learning To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier. | Visible improvements in learning behaviours and resilience as evidenced in enquiry reports  | £3400 |
| Focussed support for children who are struggling to build resilience and self-management | Thrive staff training and associated staff time to work with pupils | A specialist programme that addresses children’s emotional wellbeing in order for them to be ‘ready to learn’.  Children who access THRIVE are skilled in self-regulation with increased emotional intelligence skills, enabling them to successfully access their learning. | Reduction in disruptive behaviour. Increased levels of support for pupils so that they are able to focus on their learning. | £2000 |
| Targeted support for pupils with most need to help them deal with emotional issues and problems. | Counselling/ Therapy support as appropriate | Targeted support to allow our most vulnerable pupils to manage emotions and feelings and cope with pressures and stresses.  | Reduction in disruptive behaviour. Increased levels of support for pupils so that they are able to focus on their learning. | £3000  |

|  |
| --- |
| 1. **Additional detail**
 |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |