

EASTERSIDE ACADEMY



Pupil Premium Spending 2018 - 2019

Overview of school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	262 (Not including Nursery) 157 eligible for PP
% of pupils eligible for PPG	56%
Total amount of PPG received	£206,480.00

Previous Performance of Disadvantaged Pupils (pupils eligible for free school meals, service children or in local authority care for at least six months)							
Previous National Curriculum / SATs				New Progress Measures			
	2013	2014	2015	2016	2017	2018	2019
% of pupils making expected progress in Reading	90%	100%	100%	Reading 0.78	Reading 4.54	Reading 1.75	Reading
% of pupils making more than expected progress in Reading	50%	64%	45%				
% of pupils making expected progress in Writing	100%	100%	100%	Writing 0.34	Writing 1.12	Writing 1.99	Writing
% of pupils making more than expected progress in Writing	20%	36%	45%				
% of pupils making expected progress in Maths	100%	100%	97%	Maths 2.74 Above NA Other	Maths 3.08	Maths 3.70	
% of pupils making more than expected progress in Maths	50%	43%	52%				
Value Added Score	100.9	100.7	101.8				

Summary of PPG spending in 2018/19

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.

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- 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 – total of 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.
- ✓ Training for staff linked to specific SEMH needs.
- ✓ THRIVE training continued in school to support SEMH / PSHE both curriculum and interventions / support plans for groups / individuals.
- ✓ THRIVE Online Screening tool.
- ✓ Restorative Practice training for all staff.
- ✓ YOGA BUGS – Year 6 – SATs support / prep – Spring Term.
- ✓ Bike Academy – identified children

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.
- ✓ Roary's Class Acts – in-class and whole school attendance records and incentives.

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

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nationally and school.

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

- ✓ Additional TAs – Apprentices / Level 2 / 3.
- ✓ 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 Y2 and Y3 pupils (L3) – supporting split inputs and reducing class size during key teaching and learning inputs.
 - e. Extra support / provision for KS2 SEN pupils (L2).
 - f. 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.
- ✓ 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 (Y5 and 6 Higher Ability) with boosters – Spring / Summer Terms.
- ✓ YOGA BUGS – Reception – Impact and Change Programme - 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.

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

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child to engage as learners and make good progress at school.

- ✓ Twice yearly 'Learning Conversation' meetings with pupils and parents
- ✓ Open Mornings for each Team – at least two per team, per year
- ✓ Planned Stay and Play every Thursday for Early Years parents
- ✓ Parent courses/workshops – including new behaviour support course.
- ✓ Subscription to 'Marvellous Me' / 'APP' / website.
- ✓ Parent Engage Team.
- ✓ Family Events including 'Christmas Fair' and 'Family Summer Picnic'.

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.

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 – art galley
- ✓ Employment of an Outdoor Learning Assistant.
- ✓ OOHL: programme of out of school activities
- ✓ Children's University – passports – clubs / before school – system in class
- ✓ Subsidised theatre visit 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 – book for Sept 2019
- ✓ Wilderness Schooling – Year 6 pupils – Core subject teaching and learning

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
- ✓ Level 3+ TA's paid to stay an extra hour on Tuesday's for: Moderating/planning/pupil progress meetings/CPD.

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- ✓ Restorative Practice Training – PD Day.
- ✓ Leading Subjects – Chris Quigley – PD Day.
- ✓ Power of Reading support / Drama
- ✓ Nicola Waller – Science support

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 through ELT.
- ✓ Development and embedment of the academy's collaboration progression document.
- ✓ Year 6 YOGA Bugs leading up to SATs in the Spring Term – mindfulness.

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.

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 2019 and September 2019. Progress checks are also carried out periodically throughout the year.

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Impact Outcomes: This is to be completed at the end of the year with pupil outcomes.

End of Reception Outcomes:

- Reception children participated in the **Yoga Bugs 'Impact and Change' programme**. As a result this supported pupils 'Concentration and Listening.' From low starting points, at the end of the year 88.4% of children achieved 'Expected or Exceeded' for the Early Learning Goal 'Attention and Listening.' This is an increase from last year and secures a five year upward trend in this area.

EYFS '**Good Level of Development**' was **61%** this academic year, however with our High Needs Base children taken out, rose to **70%**. This is a slight increase from last year and 2% below national.

KS1 and KS2 progress measures are not yet available until Autumn 2019 – these will be reported in relation to those eligible for Pupil Premium funding.

End of Key Stage One Outcomes:

- 71% met the **National Standard in Reading** at the end of KS1 (not including the High Needs Base children). This is slightly below the expected National (75%) and just above the Local (70%) average. Those that are working at '**Greater Depth**' (23%) has increased slightly and is now only 2% lower than National and higher than Local (20%).
- 64% met the **National Standard in Writing** at the end of KS1 (not including the High Needs Base children). This is well below the expected National (69%) and slightly below the Local (66%) average. Those working at '**Greater Depth**' (13%) is slightly lower than the National (15%) and above the Local average (12%). We have slightly improved attainment in this area at the higher level.
- 71% met the **National Standard in Maths** at the end of KS1 (not including the High Needs Base children). This has slightly improved from last year. This is below the expected National (76%) and the same as Local (71%) average. Those working at '**Greater Depth**' (10%) is well the expected National (22%) and also below the Local average (17%).
- 59% secured the **National Standard in Reading, Writing and Maths (combined)** at the end of KS1. This is below the expected National (65%) and the Local (61%) average. The combined % working at '**Greater Depth**' (10%) is just below the National (11%) and the same as the Local average (10%). Again, we have slightly improved the % working at the higher level.
- Progress of pupils in Year 2 has been good when starting points are considered.
- All pupils but two have moved into Key Stage 2 having successfully passed the **phonic screening test**.

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End of Key Stage 2 Outcomes:

- 85% met the **National Standard in Reading** at the end of KS2. This is well above the National (73%) and Local (69%). This outcome is a 13.4% rise from last year. 15% attained the higher level. This has dropped for us this year and is below National (27%) and Local (22%).
- 79% met the **National Standard in Writing** at the end of KS2. This is the same as the National (79%) and higher than Local (76%). 9% of pupils were working at greater depth. This remains higher than National (20%) and Local (17%).
- 73% met the **National Standard in Maths** at the end of KS2. This outcome has slightly improved from last year. This is below than the National (79%) and Local (76%). 15% were working at the higher level. This is below National (27%) and Local (24%).
- 88% met the **National Standard in Grammar, Punctuation and Spelling (GPS)** at the end of KS2. This outcome has improved since last year. This is higher than the National (78%) and Local (73%). 18% were working at the higher level. This is below National (36%) and Local (31%).
- 64% secured the **National Standard in all Reading, Writing and Maths (combined)** at the end of KS2. This is 1% below National (65%).

Whole School Outcomes:

- There have been improvements on **attendance and punctuality** this year with the % rising above 95% again after a one year drop. Although governors had agreed for the Local Authority to issue fines for unauthorised holidays at Easterside Academy, this has not shown an impact on the number of holidays taken in the summer term. We have made continued improvements in the % of pupils with exceptional attendance each term and across the school year. This highlights that the majority of pupils come to school every day and come to school on time. Pupils have responded well to attendance initiatives, including the introduction of Middlesbrough Football Club's 'Roary's Class Acts'. Pupils with persistent attendance has decreased this year.
- Continued to increase **parental engagement** and support in pupil learning. Examples of this include: 40 - 50 parents attending the Open Morning's.
- Pupils from across the school have worked with our **Outdoor Learning Assistant** regularly each term. This year for upper Key Stage 2 this has also included working with Wilderness Schooling – focused on Core subject learning outdoors and developing life skills.

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- **Increasing memorable experiences.**
- The number of children that the academy's 'Care Team' have been able to support with well-being interventions has increased this year with positive outcomes.