



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Easterside Academy
Pupils in school	312
Proportion of disadvantaged pupils	(183) 60%
Academic year or years covered by statement	2022 - 2023
Date this statement was published	1 st September 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Rebecca Clayton
Pupil premium lead	Delyth Linacre
Governor lead	Dave Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,680
Recovery premium funding allocation this academic year	£27,997
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,677

Statement of intent

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- **We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.**
- We reserve the right to allocate the Pupil Premium funding to support **any** pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	➤ Low literacy levels on entry to school including limited language and vocabulary / basic reading and writing skills. Increasing wider reading and reading for pleasure.
2	➤ Some low maths levels – gaps in learning as a result of the global pandemic; some pupils needing to accelerate progress in order to get to where they would be expected to - ARE or above age related.
3	➤ Limited 'wider' experiences and opportunities in life to draw upon.
4	➤ Emotional wellbeing of some pupils; Emotional instability of family member(s) / unsettled family life / safeguarding concerns – impact on pupils emotionally.
5	➤ Poor attendance.
6	➤ Limited parental engagement in school and children's learning.
7	➤ Lack of aspirations.

All of the above has been exacerbated following the global pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. <u>Quality of Teaching & Learning/Interventions</u> - Our priority at Easterside Academy is to ensure that a highly effective teacher is in front of every class, supported by equally effective teaching assistants; and that all teaching staff are supported to keep improving.</p> <ul style="list-style-type: none"> ✓ Additional staffing where needed to support class sizes and support delivery of high quality first teaching. ✓ Encouraging self-led professional development; Facilitating regular CPD opportunities for all teaching staff to support teachers/TAs, with a particular emphasis on writing, reading, maths and curriculum development. 	<ul style="list-style-type: none"> ✓ Every teacher has been judged to be at least 'good' and in many cases 'outstanding' overtime, by internal monitoring and assessment. ✓ The quality of teaching and learning in every classroom is enhanced by the effective use of highly effective teaching assistants. ✓ All pupils make at least good progress. ✓ Interventions are effectively led and taught with evidence of impact on pupil progress and achievement.
<p>2. <u>Pupils will develop and improve their basic skills in English and Maths</u> – This will be done in the first instance through quality first teaching; for identified pupils this may also be developed through daily / regular small group and/or 1 to 1 interventions with a teacher or TA.</p> <ul style="list-style-type: none"> ✓ TAs deployed to provide extra support; smaller teaching groups (split inputs) and intervention for targeted pupils. Interventions include: <ul style="list-style-type: none"> ❖ Derbyshire Language Programme / BLAST ❖ Early Words Together (Literacy Trust) ❖ Launchpad for Literacy ❖ Sounds Write Phonics ❖ Additional Reading ❖ Reading and writing intervention groups ❖ Maths intervention groups 	<ul style="list-style-type: none"> ✓ Outcomes at KS1 and 2 are at least in line with National. ✓ 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. ✓ Data shows that the progress of pupil premium pupils is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing. ✓ Gaps between pupil premium and non-pupil premium are diminishing. ✓ Outcomes for pupil premium pupils are improving.
<p>3. <u>Increasing Opportunities and Experiences for children</u> – ensuring that all pupils have a wide range of 'real' experiences to draw upon in their learning and when developing personal and life skills.</p>	<ul style="list-style-type: none"> ✓ Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning. E.g. experiences to write about – Pupils work / evaluation of opportunities. ✓ Pupils have access to a range of experiences – linked to '101 Things to do before you leave Easterside Academy' – Cultural Capital. ✓ Children have a range of after school opportunities to participate in – uptake continues to increase. ✓ Pupils are developing a range of transferable skills that can be used beyond the classroom and primary school. ✓ Pupil / Parent feedback is positive.
<p>4. <u>Pupil/Parent Emotional, Behavioural Support</u> – ensuring all children are secure in their</p>	<ul style="list-style-type: none"> ✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil

<p>emotional wellbeing in order for them to then achieve academically.</p>	<p>Premium funding to achieve as well as their peers.</p> <ul style="list-style-type: none"> ✓ Children have positive attitudes to learning and behaviour for learning is outstanding. ✓ Families are supported to reduce barriers to children's achievement – financial, legal, emotional and medical support.
<p>5. <u>Attendance</u> – ensuring all children are in school to achieve.</p>	<ul style="list-style-type: none"> ✓ Parents are aware and fully informed as to what attendance is accepted and what unacceptable attendance is; and how this impacts on a child both academically and socially and emotionally. ✓ Parents have accessed EWO and Care Team 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 nationally and school. ✓ Whole school attendance is improving – Target 96%. ✓ Whole school PA is reducing. ✓ Individual case studies demonstrate the impact of improving attendance and impact on pupil achievements.
<p>6. <u>Increasing Parental Engagement</u> – therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p>	<ul style="list-style-type: none"> ✓ Parental engagement at Open Mornings, Stay and Play and other events continue to increase. ✓ Evidence that some 'harder to reach' parents have been encouraged successfully to engage with their child's learning in and out of school. ✓ Parents feel involved in their child's learning. ✓ Parents feel as though they are able to contribute to their child's learning. ✓ 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.
<p>7. <u>Increasing pupil aspirations</u> – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.</p>	<ul style="list-style-type: none"> ✓ Careers Curriculum from Early Years to Year 6 continues to be strengthened in order to raise aspirations and personal and life skills. Our Enrichment curriculum also supports this. ✓ Pupils have had increased encounters with employers and employees, and a range of enrichment opportunities. ✓ Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used. ✓ Tees Valley Primary Careers Framework demonstrates improvements for the school when compared to the initial baseline.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen Quality of Teaching & Learning of Sounds Write – continue to ensure all teaching staff (including new staff) have received the 4 day training to deliver the phonics / spelling programme effectively across the whole school. Facilitate use of regular CPD / coaching / planned practise sessions from skilled leads and practitioners. This professional development is for all teachers and TAs, including additional support for teachers training (SKIT). Continued work with the Sounds Write practitioner / lead to support and facilitate this.</p>	EEF – Phonics (+5)	1
<p>Strengthening Quality First Teaching of Maths Mastery - Work with the Archimedes Maths Hub, including professional development and purchasing of resources to embed and sustain the teaching for mastery across all year groups. Engage in the 'Mastering Number Programme' in Early Years and KS1.</p> <p>Continue to strengthen lesson design, developing mathematical subject knowledge as well as pedagogical subject knowledge and putting it into practice within the classroom. Strengthening fluency, the use of representations, variation (procedural and conceptual), language and opportunities to think deeper.</p>	EEF - Mastery Learning (+5)	2
<p>Use of Writing Rubrics – continue to provide professional development for all teaching staff, including the purpose and use, and effective writing of rubrics. All classes across school to continue to strengthen the use of writing rubrics this year as a tool to improve pupils own and others writing. Rubrics support pupils planning, monitoring and evaluating of writing. A focus on 'genre' progression across the school will be used to support this.</p>	EEF – Linked to Metacognition and self-regulated learning (+7)	1
<p>Strengthening Our Signature Pedagogies across the whole school – outdoor learning (LOtC); collaboration and AFL (feedback within the classroom in particular). These are our golden threads that run throughout our whole curriculum. A focus on strengthening 'Feedback' supports the use of rubrics for writing; our scaling (reviewing), peer tutoring and use of peer critique. Professional development provided</p>	<p>These aspects of our teaching and learning link to areas recognised within the EEF Toolkit as having low cost and high impact.</p> <p>Feedback (+8) / Metacognition and self-regulated learning (+7) Collaboration (+5) Outdoor Learning / Adventurous (+4)</p>	1 / 2 / 3

to support – including revisiting Kagan Structures for collaborative learning; LOfC CPD for all teaching staff.		
Careers Curriculum – Strengthening of our whole school careers curriculum to raise aspirations whilst developing personal and life skills progressively. Linked to our ‘Character Development Curriculum’. Mapped in opportunities to meet adults from a range of careers as well as taking part in activities linked to specific career paths e.g. STEM opportunities.		7 Also impacts on 1 / 2 / 5
Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching – whilst also providing quality interventions. Ensuring T/TAs are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional Teacher / TA use would be most beneficial – this is flexible and reviewed throughout the year and from year-to-year.	EEF – Teaching Assistant Interventions (+4)	1 / 2
Strengthen use of Launchpad for Literacy in Early Years (KS1) - a systematic, skill-based approach to developing literacy in young pupils. Enables teachers to identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. Enables teachers to identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’ Continued professional development and practise sessions to strength its use.	Linked to EEF – Phonics (+5)	1

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening the use of Reading Plus and Reading Comprehension across KS2 – supporting both targeted pupils and all pupils reading – focus on reading comprehension and providing pupils with regular opportunity to practise taught reading comprehension strategies independently. Increase wider reading and reading for pleasure – other activities / events planned.	EEF – Reading Comprehension Strategies (+6)	1
Implement the National Literacy Trust TutorMate Programme at KS1 – 1 to 1 targeted tutoring of identified pupils for reading.	EEF – one to one tuition (+5)	1
Maths Mastery Classes – identified Year 6 pupils access to mastery maths class weekly with Year 7 teacher and supported my teacher. Small group.	EEF – Small group tuition (+4) Mastery Learning (+5)	2 / 7

Supporting pupils to achieve above age related expectations at the end of the year.		
Mastering Number Programme – engagement through the Maths Hub for all classes in Reception, Year 1 and Year 2. Professional development for teachers. Additional 10mins a day maths sessions to strengthen fluency with number. Purchase of resource for each child to support this.	EEF - Mastery Learning (+5)	1 / 2
Sounds Write / Reading Interventions – Whole school - Identified pupils e.g. bottom 20%. Ensure staff delivering have received the 4 day training. Continued professional development throughout the year, including regular 'practise sessions'. Pupils receiving 10 mins 1 to 1 every day as well as additional phonic / reading sessions through the week.	EEF – Small group tuition (+4) Phonics (+5)	1
Precision Teaching – 1 to 1 intervention 10 mins a day, to accelerate a pupil's learning by making the teaching as precise and effective as possible – targeted children linked to English and Maths.	EEF – one to one tuition (+5)	1 / 2
Year 2 Maths Small Group Teaching with Teacher – identified small group of pupils predicted to get EXS at the end of Year 1 but didn't. Analysis carried out to identify gaps in learning in order to accelerate learning. Daily teaching in autumn 1.	EEF – Small group tuition (+4)	2
School-Led Tutoring – tutoring funding will be used to provide bespoke 1 to 1 / small group tutoring to support identified pupils close gaps in learning and accelerate progress where needed.	EEF – one to one tuition (+5) EEF – Small group tuition (+4)	1 / 2

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112, 677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Pupils Mental Health and Wellbeing – access to 1 to 1 and group Play Therapy; continuing to strengthen the THRIVE Approach across the whole school and within classrooms; THRIVE practitioners providing 1 to 1 intervention; Employ Care Team providing 1 to 1 / groups support, mentoring and wellbeing interventions, including support for parents. Include whole school THRIVE professional development to continue to strengthen the whole school ethos and culture. Include additional support for ECT. Engagement with the NHS 'Mental Health Support Team' (MHST) 'Outside in' within school. Trained practitioner in school weekly providing support – 1 to 1 and groups / whole class.	EEF – Behaviour Interventions (+3) Social and Emotional Learning (+4)	4 / 6 Also supports 1 / 2
Continue to Improve Attendance for all Groups - to ensure all pupils are in school and have the best opportunities possible to make at least good progress in all areas of learning – employ Education Welfare Officer (Education Welfare Ltd) to help support families		4 / 5 / 6

with attendance and acute need. This is supported by our Care Team and Attendance Team. The academy to participate in 'Roary's Class Acts' – attendance class initiative.		
Increasing Opportunities and Experiences for Children – ensuring all pupils have a wide range of 'real' experiences to draw upon in their learning e.g. writing, and when developing life skills. Curriculum enrichment widens opportunities available and has positive effect on attitudes to school and pupils learning. Cultural capital. Experiences include those identified within our enrichment curriculum plan and 101 Things to do before you leave Easterside Academy e.g. camping out overnight on the school field. Year 2 pupils targeted for Children's University initiative.	Links to EEF – Physical Activity (+1) in some areas.	3 / 7 Impacts also on 4 / 5
Use of Yoga to Improve Wellbeing and Readiness to Learn – targeted at Reception children to prepare them for Year 1. Focus on developing listening and attention through use of story and Yoga techniques / movement – one year programme. Year 5/6 also targeted for Yoga in the Spring Term – supporting wellbeing (especially for Year 6's leading up to SATs).	EEF – Physical Activity (+1)	1 / 2 / 4
Parental Engagement – planned opportunities / activities / events to engage parents in their child's learning and the school's curriculum. Opportunities for parents to engage in their own learning – literacy / ICT. Programme for parents to support their child at home e.g. behaviour, wellbeing, cooking.	EEF – Parental Engagement (+4)	6 Impacts also on 1 / 2 / 4

Total budgeted cost: £260,677

Review: Last Year's Aims and Outcomes

Aim	Outcome
Quality support for Teaching & Learning/Interventions - ensuring High Quality First Teaching from all teaching staff.	
✓ Strengthen Quality of Teaching & Learning of Sounds Write	<p>All teaching staff including teachers and TAs have received 4 day paid 'Sounds Write' phonic teaching that supports the delivery of phonics and spelling across the whole school.</p> <p>Further purchasing of 'phonic' based reading books for EYs / KS1 and SEND in Y3/4.</p> <p>Worked with the West Garth English Hub to strengthen our teaching of Sounds Write and early reading in Early Years and KS1, and into KS2 where needed for targeted pupils. Use of coaching methods and demonstration sessions for staff have shown an increase in confidence when teaching as well as consistency and fidelity to the Sounds Write programme in EYs and KS1.</p> <p>The bottom 20% have received additional daily phonic sessions as well as some receiving tutoring.</p> <p>At the end of the academic year, 80% of our Year 2 pupils have now passed the phonic screening check from significantly low starting points from the pandemic.</p> <p>Year 1 phonic data at the end of the academic year also indicates that pupils have made exceptional progress and 'catch-up' after</p>

	<p>C-19 with 66% of pupils passing the phonic screening check. It is predicted that all pupils will have passed the check before moving to KS2.</p> <p>Sounds Write has also developed across KS2 with regular Sounds Write sessions to support spelling.</p>
<p>✓ Strengthening Quality First Teaching of Maths Mastery - Work with the Archimedes Maths Hub, including professional development and purchasing of resources to embed and sustain the teaching for mastery across all year groups. Continue to strengthen lesson design, developing mathematical subject knowledge as well as pedagogical subject knowledge and putting it into practice within the classroom. Strengthening fluency, the use of representations, variation (procedural and conceptual), language and opportunities to think deeper. Include support for ECT.</p>	<p>Identified Year 6 pupils took part in weekly mastery sessions with a secondary school and Year 7 teacher. The Year 6 teacher supported pupils with this and followed up sessions back in class. The pupils attending these sessions secured the higher level in their final SATs test at the end of the year (16%).</p> <p>Monitoring, internal data and final outcomes in maths show that good progress has been made in diminishing gaps left by the pandemic.</p> <p>In Early Years, 85% achieved 'Expected' in Number.</p> <p>In KS1, 66% achieved ARE in Maths with 10% securing the higher level.</p> <p>In KS2, 60% achieved ARE in Maths with 16% securing the higher level.</p> <p>Although not at national this year at KS2, internal baseline and data show significant progress has been made this year and will continue.</p>
<p>✓ Use of Writing Rubrics - – provide professional development for all teaching staff, including the purpose and use, and effective writing of rubrics. All classes across school to implement the use of writing rubrics this year as a tool to improve pupils own and others writing. Rubrics support pupils planning, monitoring and evaluating of writing.</p>	<p>The use of the writing rubric was introduced this academic to all teaching staff – teachers and TAs. The use of the rubric has aided teachers at the planning stage through the progression of our genres and English planning. Monitoring has shown that pupils are using the rubric well to scaffold their writing as well as ways in which to improve it. This has increased independence and confidence.</p> <p>Monitoring, internal data and final outcomes in writing show that good progress has been made in diminishing gaps left by the pandemic, however writing is the area that was hit the most and the academy continue to be relentless in continuing to strengthen this area for all pupils.</p> <p>In Early Years, 54% achieved 'Expected' in Writing.</p> <p>In KS1, 61% achieved ARE in Writing with 5% securing the higher level. This is above the national.</p> <p>In KS2, 56% achieved ARE in Writing with 2% securing the higher level.</p>
<p>✓ Strengthening Our Signature Pedagogies across the whole school – outdoor learning (LOtC); collaboration and AFL</p>	<p>The academy has sought continued professional development for teachers at KS2 this year to continue to strengthen the work we do, taking learning outside the classroom for our children. As a result all KS2 pupils have taken part in outdoor learning days focused on key subjects within their curriculum enquiry question.</p> <p>Y3/4 – History and DT Y5/6 – Science and DT</p> <p>The experiences were very memorable for the pupils and this was evident through pupil interviews and discussions later on in the year. Pupils were able to retrieve declarative and procedural knowledge linked to the learning that had taken place outdoors.</p> <p>Further work with our outdoor practitioner has been booked for 2022/23 across the whole school. Teachers are confident to engage in these activities next time the curriculum cycle 2 comes round.</p> <p>Teaching teams have been focused this year in revisiting Kagan Structures to support and facilitate collaboration between pupils. This is another area that was significantly hit by the pandemic. Teams have systematically planned in structures to their teaching and learning to develop and strengthen pupils' skills in this area. Monitoring exercises have shown that collaboration is improving again within the academy and children work well together on a range of different tasks and activities.</p>

	<p>Assessment for Learning (AFL) continues to strengthen. This year teachers have used Tom Sherrington's WalkThru strategies to support AFL within the classroom.</p>
<p>✓ Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching – whilst also providing quality interventions.</p>	<p>Additional teacher and TA support has enabled in 2021/22:</p> <ul style="list-style-type: none"> - Daily precision teaching. - Catch-Up group interventions. - 1 to 1 tutoring. - Support for quality first teaching. - Post-teaching activities. - Pre-teaching activities. <p>Due to Covid cases in the autumn term and other absence, the additional staff were also used to support cover and ensuring as little disruption as possible occurred to teaching and learning for all pupils.</p> <p>Interventions were monitored by SLT, SENDCO and West Garth English Hub and supported good progress for individuals.</p>
<p>✓ Developing Use of Launchpad for Literacy in Early Years (KS1)</p>	<p>Launchpad for Literacy has been fully embedded in our Early Years practice this year and in some aspects of KS1 teaching and learning.</p> <p>Launchpad has been used to support quality first teaching.</p> <p>All staff have continued to access and update CPD for Launchpad.</p> <p>Trust Enquiry focused on this aspect of early years teaching during the academic year.</p> <p>Early Years Leader looked at on Entry to Nursery and Reception data. This showed significant gaps in Attention and Listening and all the other areas of communication and Language and Making Relationships. Specific skills pupils were struggling with post pandemic were:</p> <ul style="list-style-type: none"> • Listening and Attention • Speaking strand: using vocabulary • Memory-consistency with learning and retaining information. • Independence • Building relationship • Working together / collaboratively <p>Weekly Team planning meetings and use of the Launchpad 'skill steps' were used to highlight and build on targeted areas. The main areas in the skills steps focused on were:</p> <ul style="list-style-type: none"> • Auditory-Attention/memory and Sequential memory • Vocabulary • Pragmatics <p>The impact from the use of Launchpad can be seen through daily Early Years teaching and learning and provision for all pupils, as well as through 1 to 1 work with pupils and the internal data.</p>
<p>✓ Implement the National Literacy Trust Tutor-Mate Programme at KS1</p>	<p>TutorMate has been used successfully this year with 30 targeted KS1 pupils to support pupils develop a love for books and reading through the sharing of texts online with a reading tutor.</p> <p>The classes have had 130+ reading sessions totalling 150+ hours of reading support.</p> <p>Tutors and class teachers reported progress made by all participants. This was tracked termly. Targeted pupil's attitude to books / texts improved considerably and pupils engaged well and looked forward to their sessions. All pupils made progress across their personal reading book bands.</p> <p>At the end of the year pupils met their tutors virtually online to celebrate the work done.</p> <p>The school will continue to work with TutorMate next year to support improvement in attitudes to reading and increase time spent 'reading with an adult' for targeted pupils.</p>

<p>✓ School-Led Tutoring</p>	<p>Identified pupils in all year groups from Year 1 to Year 6 were targeted for tutoring after school and during school, in both the Spring and Summer terms. The autumn term delivered 'catch-up' group clubs for targeted pupils after school.</p> <p>Teachers and TAs from the academy delivered the tutoring.</p> <p>Progress was tracked and monitored by SLT.</p> <p>For some targeted pupils, staying after school for tutoring was a barrier. Some parents / carers also did not support the tutoring.</p> <p>Those that attended tutoring weekly made good progress.</p>
<p><i>. 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.</i></p>	
<p>✓ Increasing Opportunities and Experiences for Children</p>	<p>A long term plan / map was put together for all pupils from nursery to Year 6, mapping out opportunities and experiences both within and outside the curriculum. This can be found on our website.</p> <p>A significant focus was given to after school clubs and activities and the 'offer' made available to pupils across the school. These were delivered by staff as well as external agencies and professionals.</p> <p>A wide range of experiences were made available including clubs such as, sports, cooking, computing, art, singing, drama, reading, STEM etc.</p> <p>Pupil and parent voice was sought throughout the year – positive responses. Feedback also helped to shape the offer given.</p> <p>Attendance at extra-curricular clubs was monitored and tracked.</p> <p>Data shows that in the autumn term there were 169 participants at clubs after school. In the Spring 192 participants – 48% who were pupil premium. In the Summer there were 187 participants – 55% who were pupil premium.</p> <p>Evidence from these opportunities also shows that some pupils have gone on to join 'teams' outside of the school successfully.</p> <p>The school won the overall award at the STEM Kit Car racing at Croft for the second year running.</p>
<p><i>. Pupil/Parent Emotional, Behavioural Support – ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.</i></p>	
<p>✓ Supporting Pupils Mental Health and Wellbeing</p>	<p>In the autumn term the academy used the Thrive Approach to screen all pupils' emotional and personal development. This enabled us to deliver bespoke teaching and learning to support all pupils, as well as 1 to 1 interventions with our Thrive Practitioners.</p> <p>The academy facilitated protected time with all three practitioners weekly to carry out 1 to 1 interventions. Thrive online data shows that these interventions had impact for those pupils.</p> <p>The academy have had another member of staff trained as a Thrive practitioner this academic year.</p> <p>Class teachers continued to screen all their pupils termly and develop and work on bespoke class Thrive action plans. Internal data monitored and analysed by the PSHE/RSE Lead shows that progress was made throughout the academic year for all pupils.</p> <p>All staff received further whole school Thrive Approach training.</p> <p>Two senior leaders completed the national Designated Mental Health Lead training and developed an action plan for the school which is being followed.</p> <p>We continued to ensure all children were secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically – daily 'check in's' and weekly 'check out's' in addition to our curriculum.</p>

	<p>Our pastoral lead is a key member of the Leadership Team and key to the leadership / management of the Care Team in school.</p> <p>Pupils, parents / families engaged well with the lead and the Care Team. Significant positive impact on families. Care Team members provided 1 to 1 support for pupils in school as well as group wellbeing interventions.</p> <p>The academy also provided specialist Play Therapy – ‘Playing for Real Ltd’ – throughout the academic year. This included 1 to 1 work for individuals as well as group work.</p> <p>The academy also engaged North East Wellbeing Ltd to deliver their ‘Curious Beasts’ programme to identified Year 5 pupils. This was supported by Newcastle University. The programme included targeted small group nurture sessions over a six week period.</p>
<p>✓ Use of Yoga to Improve Wellbeing and Readiness to Learn</p>	<p>Reception pupils received Yoga sessions weekly throughout the whole academic year. This supported aspects of learning in, Listening and Attention, Literacy, Personal and Physical Development.</p> <p>Year 5 and 6 received weekly Yoga lessons across the Spring term. This also supported Year 6’s wellbeing around preparation for SATs.</p> <p>Year 3 and 4 received weekly Yoga lessons across the summer term.</p> <p>The academy will continue to use Yoga for all its pupils next academic year.</p>
<p>. Attendance – ensuring all children are in school to achieve.</p>	
<p>✓ Continue to Improve Attendance for all Groups</p>	<p>The academy has worked tirelessly this year to improve attendance following all pupils returning after the pandemic. The academy finished the year at 92.2%. There was a significant dip in the final week due to the national heatwave where some parents kept pupils off school (92.6%).</p> <p>The academy continues to employ an Education Welfare Officer who attends site once a week and supports the monitoring and tackling of attendance in school.</p> <p>Attendance continued to be hit by Covid in the autumn term in particular and genuine illness / sickness increased with everyone back in school together.</p> <p>The academy’s ‘Attendance Team’ met regularly and the attendance plan reviewed and updated.</p> <p>Individual families were targeted through phone calls, letters, face-to-face meetings.</p> <p>Care Team and SLT supported individual pupils and families with attendance issues. The Attendance Team worked closely in partnership with external agencies to support improvement in attendance for identified families.</p> <p>Attendance fines were issued by the local authority as and when required.</p> <p>Frequent in-school attendance incentives were used across the year.</p>

	<p>There continues to be a gap between the attendance of our PP and non-PP pupils. This is directly linked to some of our families facing the most challenges.</p> <p>The academy has case studies demonstrating improvements in attendance for some pupil premium pupils that were PAs's in 2020-21 and who weren't in 2021-22 following support from our Care Team and EWO.</p>
<p><u>Increasing Parental Engagement – therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</u></p>	
<p>Parental Engagement – planned opportunities / activities / events to engage parents in their child's learning and the school's curriculum. Opportunities for parents to engage in their own learning – literacy / ICT.</p> <p>✓ Programme for parents to support their child at home e.g. behaviour, wellbeing, cooking.</p>	<p>Following the pandemic, the academy has worked hard this year to invite parents and families back into school. This was done from the autumn term and in a number of ways including:</p> <ul style="list-style-type: none"> - Early Years weekly 'Stay and Play' - Nursery 'Early Words Together' - Team 'Open Mornings' - Parent / Child Consultation Time - Celebrations - Art Gallery Event - Parent Courses <p>Feedback from parents following events / courses have been positive. Parent voice has continued to shape what we offer.</p> <p>Courses for parents included: Positive Parenting, Cooking and Mindfulness.</p> <p>Annual questionnaire was given to parents at the end of the year. Feedback was very positive. This can be seen on our website:</p> <p>https://eastersideacademy.co.uk/news/2022-07-10-parent-carer-annual-questionnaire-outcomes-2022</p>
<p><u>Increasing pupil aspirations – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.</u></p>	
<p>✓ Careers Curriculum</p>	<p>Our Careers Curriculum has been reviewed and mapped out from EYs to Year 6 and embedded in the whole school curriculum. This can be found on our website.</p> <p>https://eastersideacademy.co.uk/important-information/curriculum/our-careers-curriculum</p> <p>Throughout the year the careers curriculum was driven by our careers lead and monitored.</p> <p>Opportunities were provided for all pupils to find out about specific careers as part of their school curriculum. This included visitors coming into school.</p> <p>Year 5/6 took part in 'Challenging Industry'.</p> <p>Extra-curricular activities linked to careers included:</p> <p>The academy engaged with STEM again and built another Kit Car to race at Croft race course in Darlington. This was supported and sponsored by Cleveland Scientific Institute.</p> <p>KS1 took part in the NLT programme -Dream Big! With STEM Ambassadors.</p> <p>Identified pupils got the opportunity to meet our local councillor and walk round the local estate.</p>

	<p>Identified pupils got the opportunity to visit Middlesbrough Town Hall with our local councillor and engage in a debate; and meet the Major.</p> <p>Identified pupils got the opportunity to visit the central Middlesbrough library and look at the role of a librarian and what that role involves.</p>
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