



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	2023 - 2024
Date this statement was published	1 st September 2023
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Rebecca Clayton
Pupil premium lead	Delyth Linacre / Helen Seymour
Governor lead	Dave Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,000
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	£224,000

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 continue to need 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, support delivery of high quality first teaching and SEND pupils. ✓ 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. ✓ SEND pupils needs are met effectively. ✓ 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 ❖ Reading Together ❖ Launchpad for Literacy ❖ Sounds Write Phonics ❖ Additional Reading / Chapter One (KS1) ❖ 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 emotional wellbeing in order for them to then</p>	<ul style="list-style-type: none"> ✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers.

<p>achieve academically.</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: £84,000

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 (SKITT) and ECT. Continued work with the Sounds Write practitioner / lead to support and facilitate this.</p> <p>The school to take part in the DfE Priority Area Reading Programme to develop the quality of teaching reading.</p>	<p>EEF – Phonics (+5) EEF – Reading Comprehension Strategies (+6)</p>	1
<p>Strengthening Quality First Teaching of Maths Mastery - Work with the Archimedes Maths Hub to continue, including professional development to embed and sustain the teaching for mastery across all year groups. Continue to engage in the 'Mastering Number Programme' in Early Years and KS1.</p> <p>Continue to strengthen task 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> <p>CLPE to provide writing whole staff professional development specifically designed to meet the needs of the school following an enquiry with CLPE in the summer term.</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</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-</p>	1 / 2 / 3

strengthening 'Feedback' supports the use of rubrics for writing; our scaling (reviewing), peer tutoring and use of peer critique. Professional development provided to support – including the use of the Great Teaching Toolkit (GTT). Subject specific pedagogies to also be identified.	regulated learning (+7) Collaboration (+5) Outdoor Learning / Adventurous (+4)	
Careers Curriculum – Continue to strengthen 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. Personal and life skills progressive curriculum to be revisited with staff and reviewed.		7 Also impacts on 1 / 2 / 5
Employ Additional 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 – supported by the Trust and Launchpad practitioners.	Linked to EEF – Phonics (+5)	1

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Literacy Trust Chapter One 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. Small group. Supporting pupils to achieve above age related expectations at the end of the year.	EEF – Small group tuition (+4) Mastery Learning (+5)	2 / 7

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

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>The school will be implementing and embedding Outdoor Play and Learning (OPAL) this year in order to support pupils PSHE/RSE development and character qualities and skills, through play at lunchtimes.</p> <p>The school will take part in the Proclaim Project which aims to develop the capacity of school staff to meet the attachment and trauma needs for the benefit of the whole learning community.</p> <p>Targeted group of Y6 girls to work on Rubies Programme to target transition and anxieties.</p>	<p>EEF – Behaviour Interventions (+3) Social and Emotional Learning (+4)</p>	<p>4 / 6</p> <p>Also supports 1 / 2</p>

<p>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 with attendance and acute need. This is supported by our Care Team and Attendance Team.</p>		<p>4 / 5 / 6</p>
<p>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. This year that includes Y5/6 sleeping out in tents overnight on the school field. The school will be implementing and embedding Outdoor Play and Learning (OPAL) this year in order to support pupils PSHE/RSE development and character qualities and skills, through play at lunchtimes.</p>	<p>Links to EEF – Physical Activity (+1) in some areas.</p>	<p>3 / 7</p> <p>Impacts also on 4 / 5</p>
<p>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).</p>	<p>EEF – Physical Activity (+1)</p>	<p>1 / 2 / 4</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. Programme for parents to support their child at home e.g. behaviour, wellbeing, cooking. The school will be developing the use of it’s ‘Den’ in order to facilitate and support parents through such things as regular ‘coffee morning/afternoon’ drop-in’s.</p>	<p>EEF – Parental Engagement (+4)</p>	<p>6</p> <p>Impacts also on 1 / 2 / 4</p>

Total budgeted cost: £224,000

Review: Last Year’s Aims and Outcomes

Aim	Outcome
<p>Quality support for Teaching & Learning/Interventions - ensuring High Quality First Teaching from all teaching staff.</p>	
<p>✓ Strengthen Quality of Teaching & Learning of Sounds Write</p>	<p>This year continued to ensure that 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. Further staff attended the training this year to ensure this remains the case.</p> <p>Further purchasing of ‘phonic’ based reading books for EYs / KS1 and SEND in Y3/4.</p> <p>Worked with a trainer from Sounds Write in school to continue to strengthen our teaching of Sounds Write and early reading in</p>

	<p>Early Years, KS1, and into KS2 where needed for targeted pupils and continued for all for spelling to Year 6. Use of coaching methods and practise sessions for staff have shown an increase in confidence when teaching as well as consistency and fidelity to the Sounds Write programme across school. There was a significant focus on this in autumn and spring 1.</p> <p>The bottom 20% have received additional daily phonic sessions as well as some receiving tutoring after school.</p> <p>Although the Year 1 phonic data at the end of the academic year is not yet at national with 64% of pupils passing the phonic screening check. From their starting points both at the end of reception where 50% were at ARE, gains have been made in their reading.</p> <p>Outcomes at the end of reception this year predict outcomes nearer the national average at the end of next year.</p> <p>The school has bought Phonic Tracker this year (Spring), which has supported and strengthened teachers tracking pupil progress.</p> <p>Reading has also been focused on this year through other additional work:-</p> <ul style="list-style-type: none"> - Reading Plus (KS2) - Chapter One (Tutor Mate) (KS1) <p>Reading at the end of KS1 was 64% and only 5% below NA.</p> <p>Tutor Mate outcomes have been positive. The pupils across KS1 involved had a combined total of more than 350 reading sessions, totalling over 170 hours of support. Three pupils also received tutoring at home. On average pupils made between 1.8 and 5.9 levels of progress across book bands. 25 pupils took part.</p>
<p>✓ Strengthening Quality First Teaching of Maths Mastery</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 (18%). This is an increase from last year.</p> <p>Reception and KS1 have also been part of the Mastering Number Programme this year and have engaged with the Maths Hub. Professional development has been provided for all teachers in these areas. Teachers feel that the daily sessions have strengthened fluency with number and given them a deeper and more secure understanding which can be built upon.</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, 72% achieved 'Expected' in Number.</p> <p>In KS1, 64% achieved ARE in Maths with 11% securing the higher level.</p> <p>In KS2, 52% achieved ARE in Maths with 18% 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</p>	<p>The use of the writing rubric has continued to be developed and strengthened this year. It 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. Further work will be continued to develop pupils ability to contribute to the writing rubric and / or write their own.</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</p>

	<p>the academy continue to be relentless in continuing to strengthen this area for all pupils. Writing is a key priority for the academy next year, and the school will be working with CLPE to develop ways in which to further improve.</p> <p>In Early Years, 68% achieved 'Expected' in Writing. This is considerably higher than last year after the pandemic and a good basis to move into Year 1 with.</p> <p>In KS1, 53% achieved ARE in Writing with 6% securing the higher level.</p> <p>In KS2, 50% achieved ARE in Writing with 9% securing the higher level.</p>
<p>✓ Strengthening Our Signature Pedagogies across the whole school</p>	<p>There has been a focus on teaching and learning this year, linked to quality first teaching which included the use of our signature pedagogies. These are:- Enquiry Based Learning; outdoor learning (LOtC); collaboration and AFL.</p> <p>Senior leaders have focused enquiry walks and learning walks on these pedagogies and revisited expectations and non-negotiables. Outcomes from enquiries have been positive with evidence of their effective use to support teaching and learning.</p> <p>As part of our refocus, we have revisited aspects from the work of Rosenshine, Sherrington and Jones.</p> <p>We have also identified aspects of our practice and pedagogy that should be evident in our teaching and learning. These were identified and shared again with staff as a 'reminder'. One aspect of this was the use of 'learning objectives' and 'success criteria'. This year we have revisited the use of these in making learning clear and explicit to children, enabling them to articulate their learning much clearer and concisely.</p> <p>As a school we have made sure to develop a whole school shared language around teaching and learning – links with the 'Building Learning Power' / Learning Power Approach. This work will continue next year with use of coaching partners and CPD from the Great Teaching Toolkit.</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>Two KS2 teachers have also completed their Level 3 – taking learning outside the classroom qualification.</p> <p>This year 'active learning' has also been a signature pedagogy that has supported other areas such as LOtC.</p> <p>The school is one of 4 pilot schools in Middlesbrough taking part in the National Pilot 'Creating Active Schools'.</p> <p>All staff have engaged in professional development and know and understand the benefits both on health and academic outcomes, that physical activity can have.</p> <p>Staff, pupils and parents have used Moki bands and completed questionnaires to collate starting point data.</p> <p>The CAS team have worked closely with Tees Valley Sport and engaged in further training and support.</p> <p>CAS non-negotiables have been devised and shared with staff – where and how we would expect to see 'active learning' and / or 'active bursts' in lessons and around school. Lessons have now</p>

	<p>increased 'active' elements within them. At lunchtime we have a walk or skip in the corridor policy.</p> <p>CAS policy written and in place. Reflected in other policies and on the academy's website, including a PE and Active Learning page.</p> <p>Pupils have identified how and where they would like to become more active and improve the school – lunchtimes.</p> <p>As a result, school council were able to win £4K towards engaging OPAL – Outdoor Play and Learning.</p> <p>Open mornings with parents and newsletters have shared 'active learning'.</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 2022/23:</p> <ul style="list-style-type: none"> - Daily precision teaching. - Catch-Up group interventions. - 1 to 1 tutoring. - Support for quality first teaching. - Support for SEND and SEMH. - Post-teaching activities. - Pre-teaching activities. <p>Interventions were monitored by SLT, SENDCO and supported good progress for individuals.</p>
<p>✓ Strengthen use of Launchpad for Literacy in Early Years</p>	<p>Launchpad for Literacy has continued to be 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>Outcomes at the end of reception this year have significantly improved when compared to last year.</p>
<p><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 life skills.</p>	

<p>✓ Increasing Opportunities and Experiences for Children.</p>	<p>Our Spring Trust Enquiry reported:-</p> <p>Easterside has an enrichment programme to provide children with cultural capital across their journey through school from nursery to Year 6. This consists of a map of memorable experiences linked to topics, careers education, cultural days, roles and responsibilities and additional opportunities and experiences. There are 120 roles for children within school. There are a wide variety of after-school clubs, based on the interests of the children, which promote school values. Parents are involved in making choices for clubs and staff analyse the take-up of SEND and vulnerable pupils in the clubs. Children have the opportunity to evaluate their experiences after attending. Staff go above and beyond in supporting pupils' personal development, by taking children to clubs away from school and watching matches at weekends, where Easterside pupils are playing for their 'away from school' clubs.</p> <p>Taken from the Ofsted Report in October 2022:-</p> <ul style="list-style-type: none"> ✓ There is an impressive personal development programme. <p>There have been more enrichments than ever this academic year with approx. 350+ participants in after school clubs every term.</p> <p>For example in the spring term there were 384 participant, with 191 pupil premium and 193 non-PP.</p> <p>The school has also secured funding for next academic year to continue to provide an extensive programme, through the Opening Schools Facilities Funding. This will also support engagement of parents and the community.</p>
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Pupil/Parent Emotional, Behavioural Support – ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.

<p>✓ Supporting Pupils Mental Health and Wellbeing</p>	<p>Taken from the Ofsted Report in Oct 2022:-</p> <ul style="list-style-type: none"> ✓ There is an impressive personal development programme. ✓ Personal, social and careers education are woven through the curriculum. ✓ Personal Development was graded – Outstanding. <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. The academy facilitated protected time with all four practitioners weekly to carry out 1 to 1 interventions. Thrive online data shows that these interventions had impact for those pupils. 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>The school has also engaged with the NHS 'Mental Health Support Team' (MHST) this academic year and have had a trained practitioner in school one day a week to support and work with individual pupils, parents/carers, groups of children as well as whole classes, where an identified need has been identified. This has had positive outcomes and will continue to be in place next year.</p> <p>Pupils have also had access to 1 to 1 play therapy and 1 to 1 art therapy.</p> <p>Our pastoral lead is a key member of the Leadership Team and</p>
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	<p>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>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>✓ 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><u>Attendance – ensuring all children are in school to achieve.</u></p>	
<p>✓ Continue to Improve Attendance for all Groups</p>	<p>The academy has worked tirelessly this year to improve attendance. The academy finished the year at 92.9%.</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>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 and holiday 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><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</p>	<p>The academy continues to work hard to invite parents and families 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 ‘Reading Together’ - Team ‘Open Mornings’

	<ul style="list-style-type: none"> - Parent / Child Consultation Time - Celebrations - Art Gallery Event - Parent Courses <p>Attendance at the open mornings has been the best we've ever had with up to 60 parents/carers attending each one.</p> <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, First Aid, and Mindfulness.</p>
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Increasing pupil aspirations – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.

<p>✓ Careers Curriculum</p>	<p>Ofsted in Oct 22 reported:</p> <ul style="list-style-type: none"> ✓ There is an extensive 'Careers Education' package delivered to the children, which includes the building of desirable skills and qualities, linked to school values, by the end of Year 6. ✓ Personal, social and careers education are woven through the curriculum. ✓ Personal Development was graded – Outstanding. <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>
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