



Report to Parents

Easterside Academy – Pupil Premium grant expenditure

Overview of school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	308
% of pupils eligible for PPG	52%
Total amount of PPG received	£200,120.00

Previous Performance of Disadvantaged Pupils				
(pupils eligible for free school meals, service children or in local authority care for at least six months)				
	2013	2014	2015	2016
% of pupils making expected progress in Reading	90%	100%	100%	Reading 1.7 <i>Above NA</i>
% of pupils making more than expected progress in Reading	50%	64%	45%	
% of pupils making expected progress in Writing	100%	100%	100%	Writing 0.4 <i>Above NA</i>
% of pupils making more than expected progress in Writing	20%	36%	45%	
% of pupils making expected progress in Maths	100%	100%	97%	Maths 2.7 <i>Above NA</i>
% of pupils making more than expected progress in Maths	50%	43%	52%	Reading 1.7 <i>Above NA</i>
Value Added Score	100.9	100.7	101.8	

Summary of PPG spending in 2015/16
Objectives in spending PPG:
To raise the Attainment and Achievement of pupils so that children make <i>at least expected progress</i> and close the gap enabling 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 for pupils to draw upon.
Summary of spending and Strategies/Actions taken:
Pupil/Parent Emotional, Behavioural Support

- Pupil Wellbeing Leader – with an added focus on Attendance/Punctuality
 - Provision of social and emotional support
 - Mentoring
- The Bungalow Partnership – family support.
- 2 part time PSAs to support pupils and parents.
- CPD / Emotional, Social and Behavioural interventions.

Attendance – ensuring all children are in school.

- Employment of an EWO to tackle Attendance/Punctuality
- Attendance reward experiences

Quality support for Teaching & Learning/Interventions

- TAs – Level 1 / 2 / 3 for:
 - Staff resource provision to raise literacy and numeracy levels.
 - Literacy and Numeracy 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. L6 Maths support for targeted KS2 children
- e. Extra support for Year 6 pupils.

Specific Interventions to raise attainment in English

- Supporting children (Higher Ability) with boosters through links with the Discovery Alliance and Kings Academy.
- YOGA BUGS – Reception – preparing pupils with skills for learning.
- Annual subscription for LEXIA (Reading intervention).
- Purchasing of PIRA and Spelling Assertive Mentoring to support teaching and learning of the new curriculum.

Increasing Parental Engagement

- Twice yearly 1:1 Pupil Progress meetings with parents
- Open Mornings for each Team – increasing number this year
- Stay and Play every Thursday for Early Years parents
- Parent courses/workshops
- Purchasing and use of 'Marvellous Me'.
- Homework 'Project Homework' clubs.

Increasing Opportunities and Experiences for children

- School of Rock – Pop Vocal Project
- Artist – development of EA Art Gallery
- Employment of an Outdoor Learning Assistant.
- Middlesbrough Environmental City – Outdoor Learning
- OOH: programme of out of school activities
- Children's University
- Subsidised theatre visits and theatre groups in school
- Subsidised educational visits
- Subsidised residential visits
- Sports partnerships
- Introduce '101 Things to do Before You Leave Easterside Academy.'
- Compass Adventure – Camping on the school site

Quality Training for all Staff

- Middlesbrough Schools Teaching Alliance (MSTA) CPD programmes and networks
- Level 3+ TA's paid to stay an extra hour on Tuesday's for: Moderating/planning/pupil progress meetings/CPD.
- Reading training for all staff – PD Day.

Developing Resilience

- Continue use of the 'Tough Turtle' stickers.

Creating a Culture and Ethos of Healthy Eating

- Breakfast Club.
- Healthy Eating Parent / Child sessions.
- Cookery Club.

Impact Outcomes : This is to be completed at the end of the year with pupil outcomes. This will be updated again in the Autumn Term (2016) once progress data is released.

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 82% of children achieved 'Expected or Exceeded' for the Early Learning Goal 'Attention and Listening.' This is an increase from last year.
- EYFS '**Good Level of Development**' remained at **62%** this academic year, however with our High Needs Base children taken out, rose to **68%**. This is a slight increase from last year.

KS1 and KS2 progress measures are not yet available until Autumn 2016 – these will be reported in relation to those eligible for Pupil Premium funding.

Outcomes cannot be compared to previous year data due to the change in curriculum and tests.

End of Key Stage One Outcomes:

- 84% met the **National Standard in Reading** at the end of KS1 (not including the High Needs Base children). This is higher than the National (74%) and Local (67%) average. Those that are working at '**Greater Depth**' (25%) is also higher than both the National and Local.
- 74% met the **National Standard in Writing** at the end of KS1 (not including the High Needs Base children). This is higher than the National (65.5%) and Local (57%) average. Those working at '**Greater Depth**' (12.5%) is slightly lower than the National but higher than the Local average.

- 74% met the **National Standard in Maths** at the end of KS1 (not including the High Needs Base children). This is above the National (73%) and Local (64%) average. Those working at '**Greater Depth**' (19%) is higher than both the National and Local average.
- 68% secured the **National Standard in Reading, Writing and Maths (combined)** at the end of KS1. This is above the National (60%) and Local (52%) average. The combined % working at '**Greater Depth**' (12.5%) is also higher than National and Local averages.
- All pupils but one have moved into Key Stage 2 having successfully passed the **phonic screening test**.

End of Key Stage 2 Outcomes:

- 67% met the **National Standard in Reading** at the end of KS2. This is above the National (65.7%) and the Local (61%) average.
- 70% met the **National Standard in Writing** at the end of KS2. This is slightly below the National (74%) and above the Local (68%) average.
- 83% met the **National Standard in Maths** at the end of KS2. This is significantly higher than the National (70%) and Local (70%) average.
- 73% met the **National Standard in Grammar, Punctuation and Spelling (GPS)** at the end of KS2. This is higher than the National (72%) and Local (70%) average.
- 60% secured the **National Standard in all Reading, Writing and Maths (combined)** at the end of KS2. This is above the National (53%) and Local (49%) averages.
- The progress of our disadvantaged pupils this year was above that of the Local Authority average and National average.

Whole School Outcomes:

- There have been some improvements on **attendance and punctuality** this year. The % for attendance at the end of the academic year was 95.7%. This is an increase from last year. We have also made other improvements such as 100% attendance and reduced holidays: 32 pupils achieved 100% for the whole year. This is a slight increase from 29 last year. Termly 100% attendance also increased each term.
- **School of Rock and Pop** – Some children gained confidence and resilience amongst their peers that previous they had not had when trying new things and singing in front of large audiences. This has been

observed through the final performances and by staff in other areas of the curriculum also.

- Continued to increase **parental engagement** and support in pupil learning. Examples of this include: 50 parents attending the Open Morning's.
- **Children's University** - 18 pupils graduated this year. This is a slight decrease from last year but pupils are still collecting stamps and there has been an increase in the number of pupils registered. There has also been an increase in the number of after school clubs provided.
- Pupils from across the school have worked with **Environmental City** in order to carry out their curriculum using the outdoor environment as well as accessing our **Outdoor Learning Assistant** regularly each term.
- **Increasing memorable experiences.**