

EASTERSIDE ACADEMY

Proposed Pupil Premium Spending 2017 - 2018



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	59.92%
Total amount of PPG received	£207, 204.00

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
% of pupils making expected progress in Reading	90%	100%	100%	Reading 0.78	Reading 4.54	Reading 1.75
% 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
% 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 2017/18

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.
- ✓ 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.
- ✓ Team Teach training for all staff.
- ✓ Training for staff linked to specific SEMH needs.
- ✓ THRIVE training and introduction into school to support SEMH / PSHE both curriculum and interventions / support plans for groups / individuals.

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.

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 nationally and school.

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

- ✓ Additional teacher for KS1 for the second half of the year.
- ✓ TAs – Level 1 / 2 / 3 for:
- ✓ 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 KS1 pupils (L2) – supporting split inputs and reducing class size during key teaching and learning inputs.
 - e. Extra support for Year 6 pupils (L2).
 - f. Additional support for reading (L1).
- ✓ Lingotots – specialised French teaching for pupils / CPD for staff.
- ✓ 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 (Higher Ability) with boosters through links with the Discovery Alliance and Kings Academy.
- ✓ YOGA BUGS – Reception – 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.
- ✓ Power of Reading Training for 4 key members of staff – introducing the Power of Reading in school.
- ✓ Grammar training for all staff.

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.

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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.*

- ✓ Twice yearly 1:1 Pupil Progress meetings with parents
- ✓ Open Mornings for each Team – increasing to two a team
- ✓ Stay and Play every Thursday for Early Years parents
- ✓ Parent courses/workshops
- ✓ Subscription to 'Marvellous Me' / 'APP' / website.
- ✓ Parent Engage Team.
- ✓ Family Events including 'Colour Run'.

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
- ✓ Employment of an Outdoor Learning Assistant.
- ✓ Middlesbrough Environmental City – Outdoor Learning
- ✓ OOHL: programme of out of school activities
- ✓ Children's University
- ✓ Subsidised theatre visits and theatre groups 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

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.

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Quality Training for all Staff - ensuring high quality first teaching from all teaching 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.
- ✓ Team Teach training for all staff – PD Day.
- ✓ Science Training – PD Day.
- ✓ Physical English and Maths – Twilights X2
- ✓ Grammar Training – Twilight
- ✓ External support to develop 'Emerging Teachers'.

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.
- ✓ Development and embedment of the academy's collaboration progression document.
- ✓ Learning Enquiry Walk linked to collaboration.
- ✓ Growth Mindset.

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.

Creating a Culture and Ethos of Healthy Eating / Keeping Active – ensuring that all pupils understand and lead a healthy lifestyle.

- ✓ Healthy Eating Parent / Child sessions.
- ✓ Cookery Club
- ✓ Sports / Active clubs at lunchtimes
- ✓ Physical English and Maths training.
- ✓ Increase daily physical activity outside of PE curriculum.
- ✓ Learning Outside the Classroom – Gold Award.

Outcomes:

- ✓ Children understand the importance of keeping active and eating healthily and the impact it can have on learning.
- ✓ Parents and children are supported in being able to cook cheap, healthy meals for their families.

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- ✓ Children participate in at least 30 minutes activity daily, outside of the PE Curriculum.

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 2018 and September 2018. Progress checks are also carried out periodically throughout the year.

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 87% of children achieved 'Expected or Exceeded' for the Early Learning Goal 'Attention and Listening.' This is an increase from last year and secures a four year upward trend in this area.
- EYFS '**Good Level of Development**' was **65%** this academic year, however with our High Needs Base children taken out, rose to **69%**. This is a slight dip from last year and our four year upward trend.

KS1 and KS2 progress measures are not yet available until Autumn 2018 – these will be reported in relation to those eligible for Pupil Premium funding.

End of Key Stage One Outcomes:

- 82% met the **National Standard in Reading** at the end of KS1 (not including the High Needs Base children). This is above the expected National (76%) and above the Local (68%) average. Those that are working at '**Greater Depth**' (19%) is lower than National and similar to Local. We have however increased our % in this area this year.
- 70% met the **National Standard in Writing** at the end of KS1 (not including the High Needs Base children). This is in line with the expected National (70%) and above the Local (64%) average. Those working at '**Greater Depth**' (12%) is slightly lower than the National and in line with the Local average

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(13%). We have sustained attainment in this area again this year.

- 70% met the **National Standard in Maths** at the end of KS1 (not including the High Needs Base children). This is slightly below the expected National (76%) and above the Local (68%) average. Those working at '**Greater Depth**' (19%) is above the expected National (16%) and below the Local average (21.8%).
- 63% secured the **National Standard in Reading, Writing and Maths (combined)** at the end of KS1. This is slightly below the expected National (65%) and above the Local (59%) average. The combined % working at '**Greater Depth**' (7%) is lower than National (11%) and the Local average (10%).
- All pupils but four have moved into Key Stage 2 having successfully passed the **phonic screening test**.

End of Key Stage 2 Outcomes:

- 71% met the **National Standard in Reading** at the end of KS2. This is slightly below the National (75%). This outcome is lower than last year (2017) but higher than outcomes in 2016.
- 86% met the **National Standard in Writing** at the end of KS2. This secured a three year upward trend. This is higher than the National (78%).
- 71% met the **National Standard in Maths** at the end of KS2. This is slightly below than the National (76%). This outcome is lower than last year (2017) but higher than outcomes in 2016.
- 75% met the **National Standard in Grammar, Punctuation and Spelling (GPS)** at the end of KS2. This is slightly below the National (78%). This outcome is lower than last year (2017) but higher than outcomes in 2016.
- 64% secured the **National Standard in all Reading, Writing and Maths (combined)** at the end of KS2. This is the same as National (64%). This outcome is lower than last year (2017) but higher than outcomes in 2016.
- In Reading **Non-Pupil Premium pupils** attained higher than **pupil premium pupils** this year. This has reversed from last year. The gap has increased to 13.3% from 0.6% (2017).
- In Writing **Non-Pupil Premium pupils** attained higher than **pupil premium pupils** this year with a minimal difference of 6.7%. This is similar to last year but reversed (4.6%).

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- In Maths **Pupil Premium pupils** achieved slightly higher than **Non-Pupil Premium pupils** with a minimal gap of 2.2% - similar to last year.

Whole School Outcomes:

- There have been some improvements on **attendance and punctuality** this year although the overall attendance % dropped significantly in the summer term due to holidays. The % for attendance at the end of the academic year was 94.8%. As a result governors have agreed for the Local Authority to issue fines for unauthorised holidays at Easterside Academy. 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. Further new initiatives will be introduced in the next academic year with attendance being one of the academy's key priorities.
- Continued to increase **parental engagement** and support in pupil learning. Examples of this include: 40 - 50 parents attending the Open Morning's.
- **Children's University** - 12 pupils graduated this year. 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 our **Outdoor Learning Assistant** regularly each term.
- **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.