

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Eastfield Primary Academy
Pupils in school	182 (Y1 to Y6)
Proportion of disadvantaged pupils	72 / 40%
Pupil premium allocation this academic year	£108,030
Academic year or years covered by statement	2022/23
Publish date	September 2022
Review date	July 2023
Statement authorised by	Kerry Thompson & Anna Wood
Pupil premium lead	Kerry Thompson
Governor lead	AIC

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	tbc
Writing	tbc
Maths	tbc

*The statement will be updated when national data is released via the ASP.*

## Strategy aims for disadvantaged pupils

Measure	Score																																
Meeting expected standard at KS2	53% (11% increase on 2021)																																
Achieving high standard at KS2	0%																																
Measure	Activity																																
<p><b>Priority 1</b></p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Sept. 2022</th> <th>Disadv.</th> <th>Disadv + SEN</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>9</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>2</td> <td>18%</td> </tr> <tr> <td>Y3</td> <td>14</td> <td>1</td> <td>7%</td> </tr> <tr> <td>Y4</td> <td>13</td> <td>6</td> <td>46%</td> </tr> <tr> <td>Y5</td> <td>8</td> <td>1</td> <td>13%</td> </tr> <tr> <td>Y6</td> <td>17</td> <td>4</td> <td>24%</td> </tr> <tr> <td></td> <td>72</td> <td>14</td> <td>19%</td> </tr> </tbody> </table> <p>19% of disadvantaged children are also identified as having an SEN need</p>	Sept. 2022	Disadv.	Disadv + SEN	%	Y1	9	0	0%	Y2	11	2	18%	Y3	14	1	7%	Y4	13	6	46%	Y5	8	1	13%	Y6	17	4	24%		72	14	19%	<ul style="list-style-type: none"> <li>All interventions - these have a clear baseline &amp; exit measure; progress can be measured, impact evaluated &amp; effectiveness reviewed.</li> <li>Yorkshire &amp; Humber Maths Hub – continue to be part of Teaching for Mastery; Embedding to Sustaining group to support attainment in Maths school-wide.</li> <li>Witham St Hughs English Hub – continue to access training &amp; resources to continue to support the development &amp; attainment of Phonics, Reading &amp; Writing school-wide</li> <li>Reading, Writing &amp; Maths strategies – these are taught consistently across the school &amp; expectations are high for all children; rigorous monitoring through book scrutinies, staff discussion &amp; pupil voice show that pupils are making expected progress as a minimum.</li> <li>Phonics – continue to embed Little Wandle Letters &amp; Sounds; half termly assessments measure progress, interventions identified, impact evaluated &amp; reviewed.</li> <li>Reading – continue to use Reading Plus to support the acquisition of reading fluency &amp; comprehension skills across KS2.</li> <li>Writing – genre progression grid developed &amp; in place from Y1 to Y6; expectations are consistent across the academy &amp; monitoring shows that pupils are making expected progress as a minimum.</li> <li>SPAG – introduce daily 5 minute recap to provide consolidation; monitoring will show that year group expectations (&amp; previous learning) is being used in pupil’s writing across a range of subjects.</li> <li>Multiplication Tables – introduce tracking of attainment on a termly basis from Y1 to Y6; monitoring will show that pupils are using their tables knowledge to support &amp; deepen their Maths learning.</li> </ul>
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## Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage tests.</li></ul>	July 2023
Progress and attainment in Writing	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.</li></ul>	July 2023
Progress and attainment in Mathematics	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.</li></ul>	July 2023
Phonics	<ul style="list-style-type: none"><li>- 90% of children in Year 1 will pass the Phonics Screen Check in 2023</li></ul>	Summer 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b> To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• <b>All interventions:</b> <ul style="list-style-type: none"> <li>- these have a clear baseline &amp; exit measure</li> <li>- progress is measured, impact evaluated &amp; effectiveness reviewed at Pupil Progress Mtgs</li> </ul> </li> <li>• <b>Yorkshire &amp; Humber Maths Hub:</b> <ul style="list-style-type: none"> <li>- continue to be part of Teaching for Mastery; Embedding to Sustaining group to support attainment in Maths school-wide</li> <li>- this is part of our AIP work; <i>How can we ensure that we have a consistent approach to problem-solving?</i></li> <li>- use the 'case study' methodology to track the progress and attainment of individual children's learning journey's to ensure learning is matched to need</li> <li>- Maths Leader to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Multiplication Tables:</b> <ul style="list-style-type: none"> <li>- introduce tracking of attainment on a termly basis from Y1 to Y6</li> <li>- monitoring will show that pupils are using their tables knowledge to support &amp; deepen their Maths learning</li> </ul> </li> <li>• <b>Witham St Hughs English Hub:</b> <ul style="list-style-type: none"> <li>- continue to access training &amp; resources to support the development &amp; attainment of Phonics, Reading &amp; Writing school-wide</li> <li>- English Leader to be released to monitor the quality of teaching and learning of phonics across EY and KS1</li> <li>- English Leader to provide CPD, coaching &amp; mentoring</li> <li>- Pupil Progress Meetings will highlight the provision for PP children and targets</li> <li>- Half termly assessments undertaken to track attainment &amp; progress</li> <li>- Interventions identified, impact evaluated &amp; reviewed</li> </ul> </li> <li>• <b>Reading, Writing &amp; Maths strategies:</b> <ul style="list-style-type: none"> <li>- these have been developed using EFF materials</li> <li>- these are taught consistently across the school &amp; expectations are high for all children</li> <li>- rigorous monitoring through book scrutinies, staff discussion &amp; pupil voice show that pupils are making expected progress as a minimum</li> <li>- Subject Leads to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Reading Plus:</b> <ul style="list-style-type: none"> <li>- pupils continue to access 3 sessions per week to support reading fluency &amp; the acquisition of comprehension skills</li> </ul> </li> <li>• <b>Writing:</b> <ul style="list-style-type: none"> <li>- genre progression grid developed &amp; in place from Y1 to Y6</li> <li>- expectations in writing are consistent across the academy</li> <li>- monitoring shows that pupils are making expected progress as a minimum</li> <li>- Pupil Progress Meetings will highlight the provision for PP children and targets</li> <li>- Subject Lead to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>SPAG:</b> <ul style="list-style-type: none"> <li>- introduce daily 5 minute recap to provide consolidation</li> <li>- monitoring will show that year group expectations (&amp; previous learning) is being used in pupil's writing across a range of subjects.</li> <li>- pupils are making expected progress</li> </ul> </li> </ul>

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<p><b>Priority 2</b> For all pupils to remember the taught curriculum</p>	<ul style="list-style-type: none"> <li>• <b>Kagan Structures &amp; ELKLAN:</b> <ul style="list-style-type: none"> <li>- continue to embed these strategies school-wide</li> <li>- pupil voice monitoring will show that pupils can talk confidently about what structures they use &amp; how these support them to learn</li> <li>- Subject Lead to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Retrieval Practice:</b> <ul style="list-style-type: none"> <li>- introduce &amp; teach retrieval practice strategies to pupils to support them remembering their learning</li> <li>- pupil voice monitoring will show that pupils can talk confidently about what they have learnt, the retrieval strategies that they use &amp; they are beginning to make links to previous learning</li> <li>- SLT to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Peer Critique:</b> <ul style="list-style-type: none"> <li>- introduce &amp; teach Peer Critique strategies to pupils in Art initially, widening to support other areas of learning</li> <li>- pupil voice monitoring will show that pupils can talk confidently about their learning, and how they use this technique to support others</li> <li>- Subject Lead to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>RSC: Rehearsal Room Techniques:</b> <ul style="list-style-type: none"> <li>- Lead teachers to introduce these techniques to both staff &amp; pupils to support learning</li> <li>- pupil voice monitoring will show that pupils can talk confidently about their learning, and how these techniques support them to learn.</li> <li>- Lead teachers to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Debate Mate:</b> <ul style="list-style-type: none"> <li>- a group of Y5/Y6 pupils to access this via an initiative through the LA &amp; GTFC</li> <li>- this is a programme designed to teach pupils the skills of debating over a 10 week period</li> <li>- use the strategies taught to support other children in learning the skills of debate across school enabling children to express their views &amp; ideas more confidently &amp; cohesively.</li> </ul> </li> </ul>
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	Delivery of intervention (funding towards TA support)	33,000.00
	<b>Total Projected Spend</b>	<b>43,123.00</b>

## Wider strategies for current academic year

Measure	Activity																										
<b>Priority 1</b> Targeted social and emotional support	<ul style="list-style-type: none"> <li>- Children identified by the Child Protection Officer and the safeguarding team are signposted for additional support – either through our Child Protection Officer or Pastoral Lead.</li> <li>- Monitoring the attendance of all children and first day absences are investigated and challenged by the Child Protection Officer.</li> <li>- Strong pastoral support from the Child Protection Officer and working with external agencies to ensure the whole family needs are met.</li> <li>- Commissioning of therapeutic support from Fortis Therapy – 2 children are identified for 1 hr weekly sessions, length of input determined by need.</li> <li>- Targeted therapeutic support from our Pastoral Lead.</li> </ul>																										
<b>Priority 2</b> To enhance children’s cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> <li>- The Curriculum Leader has sequenced an enrichment calendar for all year groups and implemented opportunities for cultural development.</li> <li>- To provide music tuition from Y1 to Y6 from the LA Music Service (MAPAS).</li> <li>- To allow pupils partake in visits, both virtually, in school and out of school, which build on skills and knowledge.</li> <li>- To support families in funding school trips.</li> </ul>																										
<b>Priority 3</b> To improve attendance of all pupils, including those disadvantaged, to enable good progress.	<ul style="list-style-type: none"> <li>- Identify those children whom are persistently absent from school and the Attendance Officer to support these families.</li> <li>- Attendance Officer to challenge families whom regularly do not attend school.</li> </ul>																										
<b>Priority 3</b> To support dental hygiene within school	<ul style="list-style-type: none"> <li>- Eastfield is registered with Teeth Team, a non-profit organisation based in Hull - Teeth Team takes dental education directly to children by going into local primary schools. They help schools teach children about healthy diets and dental hygiene, such as brushing and flossing, and they also apply a fluoride varnish to protect children’s teeth against decay.</li> <li>- To support this, children are given a toothbrush 3x per year &amp; toothpaste; children clean their teeth in school on a daily basis.</li> </ul>																										
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Poor attendance due to legacy of Covid-19</li> <li>- Attendance of disadvantaged persistent absentees.</li> <li>- Highly vulnerable families.</li> <li>- Poor dental hygiene.</li> </ul>																										
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• Professional Development opportunities are sourced from the Maths and English Hubs</li> <li>• To ensure that there is a consistent approach school-wide in the teaching of Phonics, Reading, Writing &amp; Maths</li> <li>• To ensure CPD is in place to support the implementation of strategies to support pupils to remember.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of staff meeting time.</li> <li>- Subject leads are released to monitor the quality of education and assessment, and intervene where necessary.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>• Reduced TA capacity within school</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions have a clear baseline &amp; exit measure</li> <li>- Intervention impact evaluated &amp; effectiveness reviewed at Pupil Progress Mtgs</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Engaging with 'hard to reach' families to improve attendance.</li> <li>• Engaging with families identified in needing support.</li> <li>• Rising energy costs.</li> </ul>	<ul style="list-style-type: none"> <li>- Working closely with the children's services and the family hubs to ensure our families receive the necessary support in a timely fashion.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome					
<b>TARGETED ACADEMIC SUPPORT:</b>						
<p><b>Priority 1:</b> To narrow the attainment gap between disadvantaged &amp; non-disadvantaged pupils</p>	<b>Y2 – KS1 Data</b>					
	<b>Attainment</b>					
			BLW	ARE	GDS	
	All – 30ch, 3.3%	Reading	33%	67%	23%	
		Writing	33%	67%	20%	
		Maths	33%	67%	30%	
	PP – 13ch, 7.7%	Reading	46%	54%	15%	
		Writing	46%	54%	15%	
		Maths	46%	54%	23%	
	Non-PP – 17ch, 5.9%	Reading	24%	77%	29%	
Writing		24%	77%	24%		
Maths		24%	77%	35%		
<b>Y6 – KS2 Data</b>						
<b>Attainment</b>						
		BLW	ARE	GDS		
All – 30ch, 3.3%	Reading	17%	83%	30%		
	Writing	23%	77%	10%		
	Maths	33%	67%	7%		
PP – 13ch, 7.7%	Reading	27%	73%	7%		
	Writing	47%	53%	0%		
	Maths	40%	60%	0%		
Non-PP – 17ch, 5.9%	Reading	7%	93%	53%		
	Writing	0%	100%	20%		
	Maths	27%	73%	13%		
<b>RWM Combined – July 2022</b>						
	PP	PP + SEN		Achieving RWM		% Diff to 2021
		No.	%	No.	%	
Y1	12	2	17%	7	58%	+22%
Y2	13	2	15%	7	54%	+18%
Y3	13	6	46%	5	38%	+5%
Y4	9	1	11%	3	33%	=
Y5	15	3	20%	5	33%	+ 8%
Y6	15	4	27%	8	53%	+ 28%
	77 chn	18 chn	23%	35 chn	45%	+14%
<p>✓ 23% of PP children are also identified as having a SEND need, this impacts on the rate of progress and therefore, their attainment. However, data shows that PP children attaining RWM has increased from 2022.</p>						
<b>Y2 KS1 RWM combined:</b>						
<p>✓ 54% of PP children achieved at least EXS at the end of KS1 vs 76% of non-PP children. – this is an increase of 18% on the previous year's attainment of PP chn.</p>						
<p>✓ 15% of PP children achieved GDS at the end of KS1 vs 24% of non-PP children. – this is a decrease of 3% (one PP child).</p>						

	<p><b><u>Y6 KS2 RWM combined:</u></b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved at least EXS at the end of KS2 vs 80% of non-PP children. – <i>this is an increase of 28% on the previous year’s attainment of PP chn.</i></li> <li>✓ 0% of PP children achieved GDS at the end of KS2 vs 7% of non-PP children. – <i>this is a decrease of 17% (2 PP chn).</i></li> <li>✓ <i>We had set the following targets for the end of KS2:</i> <ul style="list-style-type: none"> <li>• 71% achieve EXS+ in reading vs 73% - <b>ACHIEVED</b></li> <li>• 68% achieve EXS + in writing vs 53% - 2 chn adrift</li> <li>• 68% achieve EXS+ in RWM vs 53% - 2 chn adrift</li> </ul> </li> <li>✓ <i>Although we did not meet our aspirational targets in writing &amp; RWM, PP children have made significant progress across the academic year.</i></li> </ul>
<p><i>Every child receives teaching which is good or better, in phonics and reading. The gap between PP and non-PP is diminished to within 10% in phonics at the PSC and in reading attainment at the end of KS2.</i></p>	<p><b><u>Early Years:</u></b></p> <ul style="list-style-type: none"> <li>✓ 50% of PP children achieved GLD compared to 71% of non PP. (8 PP chn vs 21 non-PP chn) – <i>this is a decrease on last year’s predictions, however there has been an increase in social care involvement for PP children this academic year in Reception &amp; SEMH has been a strong focus for these children within school to get them ‘school-ready’.</i></li> <li>✓ 60% of boys (3 out of 5) and 33% of girls (1 out of 3) achieved GLD; this is a difference of one child. – <i>there continues to be no discernible difference in the attainment of boys vs girls.</i></li> </ul> <p><b><u>Y1 Phonic Screening Check:</u></b></p> <ul style="list-style-type: none"> <li>✓ 75% of PP children passed the Phonics Screen Check vs 100% non PP. (12 PP chn vs 18 non-PP chn) – <i>this is an increase of 20% for both PP &amp; non-PP children passing the Phonic Screen Check. The gap was not diminished to within 10%, but attainment increased for both groups..</i></li> <li>✓ 67% of boys (4 out of 6) and 83% of girls (5 out of 6) passed the Phonic Screening Check; this is a difference of one child. – <i>the girls attainment remains the same, however boys attainment has increased by 47%; narrowing the gap.</i></li> </ul> <p><b><u>Y2 KS1 Reading:</u></b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in reading at the end of KS1 vs 77% of non PP children. (13 PP chn vs 17 non-PP chn) – <i>this is an increase of 27% (double the previous year’s attainment of PP chn).</i></li> <li>✓ 15% of PP children achieved GDS in reading at the end of KS1 vs 29% non-PP children achieving GDS – <i>relatively, there is no change in attainment compared to last year.</i></li> <li>✓ 20% of boys (1 out of 5) achieved at least EXS vs 75% of girls (4 out of 6) – <i>relatively, there is no change in attainment compared to last year.</i></li> </ul> <p><b><u>Y6 KS2 Reading:</u></b></p> <ul style="list-style-type: none"> <li>✓ 73% of PP children achieved EXS in reading at the end of KS2 vs 93% of non PP children. (15 PP chn vs 15 non-PP chn) – <i>this is an increase of 31% on the previous year’s attainment of PP chn. The gap was not diminished to within 10%.</i></li> <li>✓ 7% of PP children achieved GDS in reading at the end of KS2 vs 53% non-PP children achieving GDS – <i>this is a decrease of 26% (4 PP chn)</i></li> <li>✓ 75% of boys (6 out of 8) achieved at least EXS vs 71% of girls (5 out of 7) – <i>relatively, there is no change in attainment of boys compared to last year however, girls attainment has increased by 33%.</i></li> </ul>
<p><i>Reducing the attainment gap in writing.</i></p>	<p><b><u>Early Years:</u></b></p> <ul style="list-style-type: none"> <li>✓ 50% of PP children achieved GLD compared to 71% of non PP. (8 PP chn vs 21 non-PP chn) – <i>this is a decrease on last year’s predictions, however there has been an increase in social care involvement for PP children this academic year in Reception &amp; SEMH has been a strong focus for these children within school.</i></li> <li>✓ 60% of boys (3 out of 5) and 33% of girls (1 out of 3) achieved GLD; this is a difference of one child. – <i>there continues to be no discernible difference in the attainment of boys vs girls.</i></li> </ul>

	<p><b><u>Y2 KS1 Writing:</u></b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in writing at the end of KS1 vs 77% of non PP children. (13 PP chn vs 17 non-PP chn) – <i>this is an increase of 27% (double the previous year's attainment of PP chn).</i></li> <li>✓ 15% of PP children achieved GDS in writing at the end of KS1 vs 29% non-PP achieving GDS – <i>relatively, there is no change in attainment compared to last year.</i></li> <li>✓ 20% of boys (1 out of 5) achieved at least EXS vs 75% of girls (4 out of 6) – <i>relatively, there is no change in attainment compared to last year.</i></li> </ul> <p><b><u>Y6 KS2 Writing:</u></b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved EXS in writing at the end of KS2 vs 100% of non PP children. (15 PP chn vs 15 non-PP chn) – <i>this is an increase of 3% on the previous year's attainment of PP chn.</i></li> <li>✓ 0% of PP children achieved GDS in reading at the end of KS2 vs 20% non-PP children achieving GDS – <i>this is a decrease of 17% (2 PP chn)</i></li> <li>✓ 50% of boys (4 out of 8) achieved at least EXS vs 57% of girls (4 out of 7) – <i>relatively, there is no change in attainment compared to last year.</i></li> </ul>
<p><i>Reducing the attainment gap in maths.</i></p>	<p><b><u>Early Years:</u></b></p> <ul style="list-style-type: none"> <li>✓ 50% of PP children achieved GLD compared to 71% of non PP. (8 PP chn vs 21 non-PP chn) – <i>this is a decrease on last year's predictions, however there has been an increase in social care involvement for PP children this academic year in Reception &amp; SEMH has been a strong focus for these children within school.</i></li> <li>✓ 60% of boys (3 out of 5) and 33% of girls (1 out of 3) achieved GLD; this is a difference of one child. – <i>there continues to be no discernible difference in the attainment of boys vs girls.</i></li> </ul> <p><b><u>Y2 KS1 Maths:</u></b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in maths at the end of KS1 vs 77% of non PP children. (13 PP chn vs 17 non-PP chn) – <i>this is an increase of 9% on previous year's attainment of PP chn.</i></li> <li>✓ 23% of PP children achieved GDS in maths at the end of KS1 vs 35% non-PP children achieving GDS – <i>this is an increase of 5% on the previous year's attainment of PP chn.</i></li> <li>✓ 20% of boys (1 out of 5) achieved at least EXS vs 75% of girls (4 out of 6) – <i>relatively, there is no change in attainment compared to last year.</i></li> </ul> <p><b><u>Y6 KS2 Maths:</u></b></p> <ul style="list-style-type: none"> <li>✓ 60% of PP children achieved EXS in maths at the end of KS2 vs 73% of non PP children. (15 PP chn vs 15 non-PP chn) – <i>this is an increase of 18% on the previous year's attainment of PP chn.</i></li> <li>✓ 0% of PP children achieved GDS in maths at the end of KS2 vs 13% non-PP children achieving GDS – <i>this is a decrease of 17% (2 PP chn)</i></li> <li>✓ 63% of boys (5 out of 8) achieved at least EXS vs 57% of girls (4 out of 7) – <i>relatively, there is no change in attainment compared to last year.</i></li> </ul>
<p><b><u>Priority 2:</u></b> For all disadvantaged pupils to make or exceed nationally expected progress rates</p>	<p><b><u>Early Years:</u></b></p> <ul style="list-style-type: none"> <li>✓ 50% of PP children achieved GLD compared to XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b><u>Y1 Phonic Screening Check:</u></b></p> <ul style="list-style-type: none"> <li>✓ 75% of PP children passed the Phonics Screen Check vs XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b><u>Y2 – KS1 Data:</u></b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in reading at the end of KS1 vs XX% nationally; difference to national is . – <i>this is</i></li> <li>✓ 15% of PP children achieved GDS in writing at the end of KS1 vs XX% nationally;</li> </ul>

	<p>difference to national is – <i>this is</i></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in reading at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> <li>✓ 15% of PP children achieved GDS in writing at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved EXS in maths at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> <li>✓ 23% of PP children achieved GDS in maths at the end of KS1 vs XX% nationally; the difference to national is – <i>this is</i></li> </ul> <p><b>RWM combined:</b></p> <ul style="list-style-type: none"> <li>✓ 54% of PP children achieved at least EXS at the end of KS1 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 15% of PP children achieved GDS at the end of KS1 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b><u>Y6 – KS2 Data:</u></b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ 73% of PP children achieved EXS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 7% of PP children achieved GDS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved EXS in writing at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 0% of PP children achieved GDS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>✓ 60% of PP children achieved EXS in maths at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 0% of PP children achieved GDS in maths at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>RWM combined:</b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved at least EXS at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 0% of PP children achieved GDS at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul>
<b>WIDER STRATEGIES:</b>	
<p><b><u>Priority 1:</u></b> Targeted social and emotional support</p>	<ul style="list-style-type: none"> <li>✓ Children identified by the CP officer and the safeguarding team are signposted for additional support – either through our CP officer or pastoral manager. – <i>this has been actioned across the academic year.</i></li> <li>✓ Monitoring the attendance of all children and first day absences are investigated and challenged by the CP officer. – <i>this has been actioned across the academic year.</i></li> <li>✓ Strong pastoral support from the CP officer and working with external agencies to ensure the whole family needs are met – <i>this has been actioned across the year:</i> <ul style="list-style-type: none"> <li>• Fortis Therapy – commissioned by the academy</li> <li>• Compass-Go – LA service</li> <li>• The Specialist Advisory Service – LA service.</li> <li>• Applied Psychologies – this is our Educational Psychologist provider.</li> <li>• School Nursing Team.</li> <li>• ELT's SEMH Collaborative</li> <li>• Behaviour &amp; Attendance Collaborative</li> </ul> </li> </ul>

## **Priority 2:**

To enhance children's cultural capital by providing a breadth of experiences

### **Clubs:**

#### **AUTUMN 2021:**

- 20.09.21- Breakfast Club
- 11.10.21 - 06.12.21 - Y5/6 Games & Challenges
- 12.10.21 - 07.12.21 - Y3/4 Art: Collage
- 13.10.21 - 08.12.21 - Y1/2 Art: Printing
- 14.10.21 - 09.12.21 - Y5/6 Art: Sculpture
- 01.11.21 - 06.12.21 - KS2 Choir
- 05.11.21 - 10.12.21 - Y5/6 Dodgeball
- 09.11.21 - 03.12.21 - Y1/2 Multi-Sports

#### **SPRING 2022:**

- Breakfast Club
- 31.01.22 - 21.03.22 - Y5/6 Boccia
- 01.02.22 - 23.03.22 - Y3/4 Boccia
- 04.02.22 - 25.03.22 - Y1/2 Dodgeball
- 21.02.22 - 28.03.22 - Y1/2 Games
- 22.02.22 - 29.03.22 - Y5/6 Cooking
- 23.02.22 - 30.03.22 - Y3/4 Cooking
- 24.02.22 - 31.03.22 - Y1/2 Cooking
- 11.02.22 - 25.03.22 - Choir

### **Enrichment Opportunities:**

#### **AUTUMN 2021:**

- 06.09.21 - 15.11.21 - 10 swimming sessions for Y5
- 10.09.21 - 01.10.21 - 5 dance sessions for Nursery & Reception with Laura Fuller (Movement Tales)
- 23.09.21 - Early Years; Toy Story Dress Up Day; curriculum hook
- 18.10.21 - Elaine Norton; Food Bank assembly (Harvest Festival collection for the Daily Larder (Immingham Food Bank))
- 20.10.21 - Y6 Bikeability: Day 1
- 20.10.21 - Harvest Festival Celebration lead by Y3/4 & Rev. Julie Donn
- 20.10.21 - Halloween Disco
- 22.10.21 - KS2 SEND Kurling Competition (SSP); 2 children from Y3,Y4, Y5 & Y6 took part

#### **HALF TERM**

- 02.11.21 - Intra School Competition: Standing Vertical Jump
- 09.11.21 - Upper KS2 Sports Hall Athletics (1<sup>st</sup> in Heat)
- 10.11.21 - Bikeability Year 6; Day 2
- 11.11.21 - Early Years; Planetarium Visit; curriculum hook
- 11.11.21 - Y4, Y5 & Y6 took part in the Remembrance Service at St. Andrew's Church
- 11.11.21 - KS1 & Y3 took part in Remembrance Service in school with Rev. Julie Donn
- 15.11.21 - Rev. Julie Donn working with Y4
- 19.11.21 - Children in Need
- 26.11.21 - Y3 working with Owen Deneven (PE Lead) re: filming vignettes to promote '10 minutes of activity' in Eastfield
- 02.11.21 - Rev. Julie Donn working in Y1 & Y5
- 22.11.21 & 02.12.21 - Y3 accessed 'Forest Schools' area; stick sharpening, making stone jewellery, soap 'knapping' etc.
- 07.12.21 - Christingle Service in school with Rev. Julie Donn; delivered by AW
- 13.12.21 - Father Christmas visited in conjunction with radio Humberside
- 14.12.21 - Magic Carpet Theatre Company; The Big Box of Magic; cancelled due to Covid-19
- 16.12.21 - Online Panto Performance: Jack & the Beanstalk
- EYFS Christmas Concert - this was recorded & put online for parents to access (secure YouTube)

#### **SPRING 2022:**

- 07.01.22 - 18.03.22 - 10 dance sessions for Y1 to Y5 with Laura Fuller (Movement Tales)
- 11.01.22 - Y3/Y4 Sports Hall Athletics; cancelled due to Covid-19
- 18.01.22 - Y3/Y4 Dodgeball; cancelled due to Covid-19
- 19.01.22 - Y4 visit to the Jorvik Viking Centre; cancelled due to Covid-19
- 25.01.22 - Y5/Y6 Dodgeball; cancelled due to Covid-19
- 26.01.22 - Early Years; the Queen's Coronation Dress Up Day; curriculum hook
- 08.02.22 - Y1 trip to Wilderspin & National School Museum
- 10.02.22 - Magic Carpet Theatre Company; The Big Box of Magic

#### **HALF TERM**

- 21.02.22 - 28.03.22 - 6 swimming sessions for Y3

- 25.02.22 - 25.03.22 - 5 swimming sessions for Y5
- 22.02.22 - 29.03.22 - 6 cricket sessions for Y1 to Y5
- 25.02.22 - Y5/6 Sports Hall Athletics Final
- 03.03.22 - World Book Day
- 07.03.22 - Y4 visit to the Jorvik Viking Centre; rescheduled

**SUMMER 2022:**

- Breakfast Club
- 16.05.22 - 11.07.22 - Y5/6 Dodgeball
- 07.05.22 - 12.07.22 - Y3/4 Dodgeball
- 13.05.22 - 08.07.22 - Y1/2 Dodgeball
- 25.04.22 - 23.05.22 - Y3/4 Games Club
- 26.04.22 - 24.05.22 - Y1/2 Film Club
- 27.04.22 - 25.05.22 - Y5/6 Games Club
- 28.04.22 - 26.04.22 - Y3/4/5/6 Film Club
- 11.02.22 - 25.03.22 - Choir

**SUMMER 2022:**

- 17.05.22 - Intra School Competition: Cone Hitting
- 27.05.22 - Muddy Warrior Queen's Platinum Jubilee Celebration

**HALF TERM**

- 06.06.22 - 11.07.22 - 6 swimming sessions for Y6
- 08.06.22 - 01.07.22 - Bikeability for Reception (6 sessions)
- 22.06.22 - 24.06.22 - Y5/6 PGL Residential Visit

**Priority 3:**

To attendance of all pupils, including those disadvantaged, to enable good progress

	19/20		20/21		21/22	
	Overall	PA	Overall	PA	Overall	PA
All Pupils	96.2%	3.9%	97.1%	3.97%	94.2%	12.9%
Disadvantaged	95.9%	3.3%	96.7%	5.7%	93.4%	18.5%
Difference	-0.3%	-0.6%	-0.4%	-1.73%	-0.8%	-5.6%

Nationally attendance for this academic year is XX and PA is XX; we are .... compared to national. Within school Covid-19 has affected our attendance rate by 1%; there is nothing that we could do to mitigate this. Where attendance was impacted by COVID-19, a robust learning offer was in place to support children during their absence.

	2019 - 2020	2020 - 2021	2022 - 2023
Penalty Notices issued;	18	3	13
Paid;	18	3	7
Outstanding;	0	0	6 check after summer
No. of families for whom attendance improved;	All	All (3 went to SAP, 2 left)	Attendance improved as PNs issued due to holidays taken in term time.
Letter of Concern;	21	16	13
No. of children for whom attendance improved;	19	11 (3 went to SAP, 2 left)	9
Penalty Warning Letters issued;	0	0	11
No. of families for whom attendance improved;	-	-	8
SAP;	6	7	9
No of children for whom attendance improved;	All	5	5