

# Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	East Whitby Primary Academy				
Academic Year	17/18	Total PP budget	£84500	Date of most recent PP Review	April 18
Total number of pupils	214	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Apr 19

2. Current achievement			
End of KS2 pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving ARE +/- GD in reading	63	15	
% achieving ARE +/- GD in writing	63	15	
% achieving ARE +/- GD in maths	68	18	
% achieving ARE +/- GD in reading, writing & maths combined	70	4	
% making at least expected progress in reading	88%		
% making at least expected progress in writing	88%		
% making at least expected progress in maths	92%		

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Low levels of speech and language at the start point	
B.	Engagement with reading/ developing reading fluency	
C.	Lack of experiences outside of the locality leading to poor understanding of broader themes and issues.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance (this is compounded by seasonal holidays due to many parents working seasonal jobs.)	
5. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Increase in % of pupils achieving ARE and GD from disadvantaged background in Reading.	

<b>B.</b>	% in number of pupils from disadvantaged pupils making expected progress	
<b>C.</b>	Increase in % of pupils achieving GD from disadvantaged background in Maths	
<b>D.</b>	Increase no of pupils from PP backgrounds achieving GLD in EY	

<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase number of pupils achieving GLD at the end of reception	Increased focussed teaching of Reading and writing in EY .	At the end of Reception in 2016, 38% of FSM pupils were at the expected level in Reading, compared to 76% for non-FSM	Gap between FSM and non-FSM cohort at the end of Year 1 is again reduced.	EY lead	End of Autumn, Spring and Summer term

More pupils achieve GD in Maths at the end of KS2	Additional focussed teaching in Maths to support fluency and Mastery so that Maths GD rises for PP pupils	Gap in Year 6 in number of PP pupils achieving GD at the end of KS2 (2017 data)	Effective monitoring by Maths lead Pupils progress meetings.	HT/KS2 Phase Lead	Ongoing throughout year. KS2 test results
Improve number of pupils achieving GLD.  Address Speech and language deficit between PP and Non-PP pupils	Develop Use of Speech Link intervention program to support Speech and language development throughout a school.  Staff appropriately for effective delivery.	Speech and language therapists (SLTs) assess and support children with speech, language and communication difficulties to help them to communicate better. SLTs might work to improve how clearly a child talks, how well they can understand what is said to them, or how they put sentences together to talk to other people. They can also help with conversation and social skills. Provide ongoing CPD for staff to deliver high quality programmes. Enable children to achieve ARE	Monitoring and reporting half-termly to opportunity area. Analysis of data. Impact review at the end of the program	DHT/SENCo	½ termly pupil progress meetings. SLT speech link reviews
<b>Total budgeted cost</b>					£14250
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Ensure increased teacher pupil time for PP pupils through effective use of TA's	TA allocated Pupil Premium time 100 hrs per week.	Every TA in all year groups targeted interventions for PP children every week.  ☑ Closing the gap between PP and Non pp children.	Range of monitoring both in and out of class. Enquiry reviews. Pupil progress meetings.	HT/SENCo SLT	Ongoing impact assessment in pupil progress meetings
Support pupils with SEMH issues through a Thrive approach which develop self-confidence and resilience	Thrive intervention	Thrive intervention providing Targeted support to allow our most vulnerable pupils to manage emotions and feelings and cope with pressures and stresses.	Key leads will monitor provision and through discussion with teachers target specific intervention	SENCo	Half-termly monitoring and review
<b>Total budgeted cost</b>					£62000
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Build increasing vocabulary mastery through effectively planned visits supporting an expansive curriculum	Support for a range of trips and visits including residential for 2 year groups.	Significant experiential gap identified for a range of pupils. This impacts on vocabulary and language. Improving range of experience through pledge system has seen a steady increase in reading and writing outcomes	☑ Every child goes on at least one educational visit per term.	Visits Lead	Monitored visits check, in class follow up investigation. Focused discussion to ensure curriculum ties and experience is built on.
Improved focus in lessons for those with emotional/home issues. Pupils are settled, fit into the ethos of the school and are making good progress	Children identified with social and emotional difficulties supported with interventions New pupil visits. Package of support where needed. Bespoke packages of work e.g. CAMHS, BLIS children (behaviour) SALT (Speech and Language)	Children who take part in social and emotional interventions have fewer periods of isolation and explore calming techniques and social stories to equip them to deal with challenging situations. Early intervention to support services has proven to improve outcomes for children with challenging social and emotional issues.	Social and emotional interventions are monitored and sessions recorded in learning journeys. Staff to raise Cause for Concerns and refer directly to the SENCo. All staff to follow the graduated approach. Ensure through regular Well Being meetings and CPOMs incident log that all children with emotional and social difficulties are being targeted for interventions, referrals and in class	SENCo/SLT	Monitor sessions and progress termly. Monitor learning journeys. Monitor the isolation and exclusion log. Child interviews show good understanding of school rules and behaviour policy. Children enjoy school. Well being meetings to monitor attendance. CPOM reviews to monitor isolation, exclusions and cause for concern

Improved attendance and punctuality for PP children	Breakfast Clubs and after-school care. Subsidised places for targeted children.	Improve persistent absence of disadvantaged children to less than 10%. ☑ Improve punctuality of disadvantaged children so lates are 1% or less.	Weekly monitoring of attendance of identified pupils	HT/Office attendance lead	
Contribution to employment of Music specialist for teaching National Curriculum, sessions for G&T pupils and after-school activities.	Targeted music provision offered to pupils.  Wider music provision for all pupils .	Sutton Trust 2014 report, 'Extra-Curricular Inequalities' states: "Parents with professional occupations are 15% more likely than those with manual jobs to involve their children in extra-curricular activities." The report also quotes that the ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for outof-school enrichment classes.	Monitor and audit music events taken part in.  Weekly music for all  Extra-curricular classes for targeted individuals	Music Lead	Ongoing review
<b>Total budgeted cost</b>					<b>£9800</b>

7. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase number of disadvantaged pupils achieving ARE or GD by the end of KS2	Easter school for Year 6 pupils	Yes. 83% of pupils achieved ARE+ in Reading and Writing. Whilst 89% of pupils achieved ARE+	Sessions did an effective job of ensuring PP children did not drop off during the Easter break.	£1500
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased figures at ARE across KS1 and KS2	TA allocated Pupil Premium time 100 hrs per week.	<ul style="list-style-type: none"> <li>• Every TA in all year groups targeted interventions for PP children every week.</li> <li>• End of KS2 attainment gap narrowed Reading 72% ARE+ Writing 79% ARE+ Maths 80%+ plus for PP group.</li> <li>• Increase in number of PP pupils at ARE across KS2. (Narrowed gap from previous year)</li> <li>• Increase in pupils achieving expected in Phonics screening check with 75%</li> </ul>	Effective use of support staff allowed teachers to more effectively support pupil premium pupils. Targeted teaching had a significant impact whilst not impacting on progress on non-PP pupils	£71000

Increase number of PP pupils who achieve GD in Maths	Maths Teacher support in Year 6	16% of PP pupils achieved GD in Maths in 2018 this is an increase from 4% in 2017.	Effective Teaching led to PP pupils being challenged at move to mastery level. Consistent timetabling important for this to work.	£890
Increased number of pupils reaching GLD in Reading and Writing in EY	Targetted Phonics support in EY. 5x a week for 45 mins. X20 wees	Increase in number of pupils achieving GLD from 35% to 64% (this figure does not include the children who joined EY in Easter 2018)	Use of targeted Read Write Inc. intervention led to an increase in pupils achieving GLD in Reading and Writing in EY( 57% all pupils 65% of pupils	£900
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Broaden children's experiential knowledge and understanding	Support for a range of trips and visits including residential for 2 year groups.	To raise self-esteem, interests in the wider world and access to their learning  ☑ To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier.	Visible improvements in learning behaviours and resilience as evidenced in enquiry reports	£3400
Focussed support for children who are struggling to build resilience and self-management	Thrive staff training and associated staff time to work with pupils	A specialist programme that addresses children's emotional wellbeing in order for them to be 'ready to learn'. ☑ Children who access THRIVE are skilled in self-regulation with increased emotional intelligence skills, enabling them to successfully access their learning.	Reduction in disruptive behaviour. Increased levels of support for pupils so that they are able to focus on their learning.	£2000

Targeted support for pupils with most need to help them deal with emotional issues and problems.	Counselling/ Therapy support as appropriate	Targeted support to allow our most vulnerable pupils to manage emotions and feelings and cope with pressures and stresses.	Reduction in disruptive behaviour. Increased levels of support for pupils so that they are able to focus on their learning.	£3000
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**8. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.