



Priority/Target	To continue to narrow the achievement gap between disadvantaged groups and their peers				
Funding	East Herrington 2018-2019 Funding Currently estimated at £105.600.00				
Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
Ensure that PP children are identified on all documents that monitor performance Intervention Proformas updated Pupil Premium Register updated in line with Census	In place beginning of term and updated half termly for all documents linked to Pupil Progress Meetings and monitoring timetable	PP Intervention Proforma Tracking System Pupil Progress Meetings Analysis from SIMS	PP Lead to monitor – half termly SLT to monitor – half termly through data analysis and Pupil Progress meetings Governors - termly	Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children	Termly tracking of Pupil Progress children on A.Conlin’s assessment tracking system. Also tracking of specific support and intervention – this information was reviewed by L.Lavelle and N Hair in pupil progress meetings. Monitoring of diminishing the difference between disadvantaged and non-disadvantaged pupils. Monitoring indicates that
Ensure data analysis is shared in September 2018 Inset and used to identify PP children Data from previous year shows PP children’s level of attainment and rates of progress from the previous academic year	INSET - September Reviewed half termly	Data analysis used to identify PP children at risk of underachieving	HT to work with PP Lead / Assessment Lead	Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place	appropriate support and intervention or challenge is in place. By the time the pupils leave Y6 the gap is closing. All staff received data analysis and new registers set up for each class.
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	Half termly following staff data input – using data from tracking system	Tracking system Class tracking sheets PP Lead Reports	PP Lead /Ass Lead / SLT Data analysis Pupil progress meeting monitoring Work scrutiny	Comparing PP and peers shows gap is narrowing at both expected and higher levels	This continues to be a focus for pupil progress meetings. Tracking and assessment procedures have allowed for effective discussion during Pupil Progress review meetings (termly) focusing on individual pupil progress and attainment. The level of support



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2018-2019

					<p>and challenge is discussed with HT and phase leader. Outcomes as above.</p> <p>Monitoring 2019/20 focus on continuing to support and diminish the gap within reception and to work with families.</p> <p>Continue to monitor the progress of pupils from EYFS – Y2 with close attention on maths.</p> <p>Continue to improve outcomes of RWM across disadvantaged pupils in KS2 especially in reading and maths and a closer look at girls.</p>
Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
<p>Secure regular and high quality support for PP children in need of additional help</p> <p>Additional Teacher in Y5</p> <p>Additional TA in Reception, Y1, Y2, Y3, Y4</p>	Termly	<p>Specific resources – Lexia</p> <p>Spellodrome</p> <p>TA dedicated time</p> <p>Specialist external support</p> <p>Funding for additional staff</p>	<p>Class teachers – daily</p> <p>Focussed targets</p> <p>Intervention programmes</p> <p>Data tracking shows accelerated progress</p>	<p>ASP shows PP data in school is at least in line with national figures</p> <p>PP figures compare favourably to National figures for all children at end of each key stage</p>	<p>Impact of additional teacher in Year 5 resulted in at least good and some outstanding progress by the end of the academic year. The pupils settled, behaviour improved and they received good emotional and academic support. Organisation of 3 classes to be continued in Year 6 full time to continue to help support to diminish the gap.</p> <p>TA support used in:</p> <p>Y1 outcomes a positive impact on phonics results for all pupils including disadvantaged;</p> <p>Y2 additional teacher supported pupils to make good progress from their starting points</p>



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2018-2019

					Y3 additional TA supported to ensure transition into KS2, development of reading fluency and basic maths skills.
<p>Develop all children's (including PP) understanding of the main principles in the Primary Maths curriculum through the introduction of Inspire Maths (Y1-Y5)</p> <p>Embed a mastery curriculum ensuring children's needs are met through appropriate differentiation: the less able by the use of equipment; the more able by the level of challenge</p> <p>Provide opportunities for fluency, reasoning and problem solving.</p>	Termly	<p>Staff meetings / INSET timetable</p> <p>Numicon Inspire Maths practice book, text book, assessment book for all year groups Y1-Y5 White Rose hub resources ICT subscriptions – Oxford Owl</p>	<p>Class teachers – use of equipment and CPA approach embedded in the curriculum to allow all children to develop a deeper understanding of maths.</p> <p>Specific intervention and More able challenge through problem solving and application.</p> <p>Maths lead to analyse impact through monitoring of learning Planning/Work scrutiny Pupil progress meetings</p>	<p>All children accessing the curriculum for their year group and kept together. Pupils progress through the curriculum content at the same pace.</p> <p>Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place</p> <p>PP figures compare favourably to National figures for all children at end of each key stage</p>	<p>New staff accessed appropriate training to support the delivery of INSPIRE maths. Continue to improve the concrete resources to support pupils' understanding of place value and the number system. Additional support provided for pupils when appropriate and necessary.</p> <p>End of KS2 Pupil Premium children results above national (3 % above national all) at expected level and 6% above national at greater depth. Both results well above national disadvantaged.</p> <p>Continue to monitor pupils in Y3 – 4 of the 8 pupils gained the expected standard at KS1 but three of these achieved Greater depth.</p>
<p>Develop children's writing through two-year project with primary writing project. Use Talk for writing as a focus to develop children's writing enabling them to write confidently and independently across a range of genres.</p>	Termly	<p>Staff meetings / INSET timetable</p> <p>Attendance at project meetings</p>	<p>Class teachers – continue to embed Talk 4 Writing skills in Literacy and across the curriculum.</p> <p>Termly book scrutiny</p> <p>Long term and medium term planning on website.</p>	<p>All children access a unique curriculum that is broad and balanced. Children can write confidently in a range of genres.</p> <p>Outcomes for children will Continue to be in line or better than all children nationally.</p>	<p>Book monitoring showed a broad and balanced curriculum across the school. By the end of KS2 100% of disadvantaged pupils achieved the standard compared to 83% of others nationally. 13% of disadvantaged pupils achieved greater depth.</p>



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<p>Have a broad range of visits and visitors used to enrich curriculum offer including Residential visits to Derwent Hill.</p>	<p>Termly</p>	<p>Class budget managed accordingly via Business Manager</p>	<p>Work scrutiny of PP children SLT Data analysis SLT pupil progress</p>	<p>PP funding is used to enrich the experiences of the children with visits and visitors</p>	<p>Disadvantaged pupils access a range of activities such as Derwent Hill residential visit. Educational visits and visitors into school all paid for giving all children access to a range of experiences. Experiences used as a stimulus for work in school such as writing, focus for geography curriculum etc. Self-esteem of all pupils monitored. Support given if appropriate</p>
<p>Purchase and use technology to increase the quality of learning in lessons and increasing PP access to the internet Give individual pupils access to specific intervention programmes e.g Lexia, Accelerated reader</p>	<p>Termly</p>	<p>APPs for IPAD I-Pads / Laptop ICT suite</p>	<p>SLT Lesson observations SLT Planning / Work Scrutiny</p>	<p>Comparing PP and peers shows gap is narrowing at both expected and higher levels</p>	<p>Pupil Premium funding accessed for Maths 3rd Space Learning individual intervention programme; access to Lexia to support reading; Funding used to purchase additional laptops to enable pupils to have access to the appropriate programmes.</p>



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2018-2019

<p>Ensure PP children continue to access the variety of extra-curricular clubs and activities offered at school.</p>	<p>Termly</p>	<p>Registers PE Action Plan</p>	<p>PP Lead to monitor % of children accessing extra-curricular activities</p>	<p>PP funding used to enrich experiences of the children through extra –curricular activity. Children learn and develop skills indicating enjoyment, pupil development and beneficial results</p>	<p>Range of extra-curricular activities offered including: Music lessons; sporting activities, Change for Life funded for disadvantaged pupils.</p> <p>Children visit Birmingham and London as part of the experience.</p>
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Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
<p>Identify all children (including PP) who do not read at home/ return books regularly and plan appropriate interventions Employ 3 ‘Beanstalk’ staff to hear readers individually 3 times a week.</p>	<p>Weekly</p>	<p>Current Reading initiative Intervention Volunteers Teaching Assistant dedicated time Beanstalk staff salaries</p>	<p>Weekly ‘Five in 5’ initiative via class assembly Reading data analysis</p>	<p>ASP shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage</p>	<p>Beanstalk workers employed to hear children read regularly to support the development of reading fluency.</p> <p>Additional support is given by volunteers and lunch time staff to develop children’s fluency.</p> <p>By the end of Year 6 67% of disadvantaged pupils reached the expected standard compared to 62% of disadvantaged pupils nationally.</p>



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2018-2019

<p>In EYFS continue to teach quality phonics for all children to encourage early reading skills. Use Talk for Writing texts to stimulate and engage children in learning. Work in small groups to ensure children receive quality support and challenge.</p>	<p>Weekly</p>	<p>Talk for Writing texts Teaching assistant</p>	<p>Work scrutiny of PP children SLT Data analysis SLT pupil progress</p>	<p>Children enjoy early reading and writing and exit Reception with expected ELG. Disadvantaged children to be in line or better than other disadvantaged and all children nationally.</p>	<p>PP children made very good progress from their starting points in reception. There were 8 pp children in reception and 4 got the ELG securely. Work in books showed that the gap with these children is closing</p>
<p>Ensure opportunities for parents to learn alongside children through Family Learning</p>	<p>Half termly</p>	<p>Meeting room Hall space Timetable of events</p>	<p>Family Learning Lead and PP Lead to liaise Pre and Post Feedback Attendance of parents in sessions Feedback from all involved</p>	<p>ASP on line shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage</p>	<p>Family Learning Programme was in place and offered termly. English and maths skills for parents in the autumn term. Science – Kitchen Chemistry in Spring and summer Reception early reading skills</p>
<p>Provide interventions that address emotional, social and behavioural needs.</p> <ul style="list-style-type: none"> ● Access to North East Counselling Service to give children the opportunity to receive professional counselling to help them with a range of issues and concerns they may have. ● Continue to embed a new PHSE curriculum with a strong focus on building resilience and growth mind-set ● Y6 Climbing club to help identified children (including PP) to develop resilience 	<p>Half termly / termly</p>	<p>iCAMH training for whole staff to improve knowledge of children’s well-being Climbing club membership Cost of weekly counselling sessions for specific children (including PP)</p>	<p>Class teacher / Wellbeing Co-ordinator Observations Pre and Post Feedback Attendance at climbing wall Feedback from staff, parents, instructors and teachers involved</p>	<p>Children can use strategies and techniques to cope with demands and challenges both in and outside of school. Staff and Children within school have a better awareness and understanding of mental health, how to identify issues and where to go for help.</p>	<p>Identified pupils accessed North East Counselling service (£500 for 10 sessions per pupil). This give appropriate support for key pupils. PSHE curriculum produced and shared with staff to support pupils emotional well-being, developing resilience and a growth mind set – linked in with Kidsafe training to further support children. Fun friends group was successful for children with anxieties. Work is continuing with Mental Health Charter mark – mindfulness app is still</p>



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2018-2019

<ul style="list-style-type: none">• Weekly small group intervention nurture sessions using the Fun Friends intervention programme from CAMHS.• Achieve Mental Health Charter Mark					being used in classrooms to support well-being.
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