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| Priority/Target | To continue to narrow the achievement gap between disadvantaged groups and their peers | | | | |
| Funding | <p style="text-align: center;">East Herrington 2019-2020 Funding Currently estimated at April 18 to March 19: £105,600 (80 eligible pupils) April 19 to March 20: £89,760 (68 eligible pupils)</p> | | | | |
| 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 | |
| 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 | |
| Key Actions | Timescale | Resources | Monitoring and Evaluation | Success Outcomes | Impact of Key Actions |



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| <p>Secure regular and high quality support for PP children in need of additional help Additional Teacher in Y6 Additional TA in Reception and Y1</p> | <p>Termly</p> | <p>Specific resources – Lexia Spellodrome TA dedicated time Specialist external support Funding for additional staff</p> | <p>Class teachers – daily Focussed targets Intervention programmes Data tracking shows accelerated progress</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>Continue to embed a mastery curriculum in maths, 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 Provide opportunities for fluency, reasoning and problem solving.</p> | <p>Termly</p> | <p>Staff meetings / INSET timetable 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. Specific intervention and More able challenge through problem solving and application. 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. Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place PP figures compare favourably to National figures for all children at end of each key stage</p> | |
| <p>Writing project now complete. Continue to develop children’s writing and monitor impact of the project with disadvantaged children. Use Talk for Writing as a focus to develop children’s writing enabling them to write</p> | <p>Termly</p> | <p>Staff meetings / INSET timetable</p> | <p>Class teachers – continue to embed Talk 4 Writing skills in Literacy and across the curriculum. Termly book scrutiny</p> | <p>All children access a unique curriculum that is broad and balanced. Children can write confidently in a range of genres. Outcomes for children will</p> | |



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| confidently and independently across a range of genres. | | | Long term and medium term planning on website. | Continue to be in line or better than all children nationally. | |
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| Key Actions | Timescale | Resources | Monitoring and Evaluation | Success Outcomes | Impact of Key Actions |
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| Have a broad range of visits and visitors used to enrich curriculum offer including Residential visits to Derwent Hill. | Termly | Class budget managed accordingly via Business Manager | Work scrutiny of PP children SLT Data analysis SLT pupil progress | PP funding is used to enrich the experiences of the children with visits and visitors | |
| 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, Spellodrome | Termly | APPs for IPAD I-Pads / Laptop ICT suite | SLT Lesson observations SLT Planning / Work Scrutiny | Comparing PP and peers shows gap is narrowing at both expected and higher levels | |
| Ensure PP children continue to access the variety of extra-curricular clubs and activities offered at school. | Termly | Registers PE Action Plan Music instrument lessons | PP Lead to monitor % of children accessing extra-curricular activities | PP funding used to enrich experiences of the children through extra – curricular activity. Children learn and develop skills indicating enjoyment, pupil development and | |



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| | | | | beneficial results | |
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| Key Actions | Timescale | Resources | Monitoring and Evaluation | Success Outcomes | Impact of Key Actions |
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| 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. | Weekly | Current Reading initiative Intervention Volunteers Teaching Assistant dedicated time Beanstalk staff salaries | Weekly 'Five in 5' initiative via class assembly Reading data analysis | 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 PP data for boys reading | |
| Focus on PP boys reading | Weekly | TA salaries. Boy friendly texts -age appropriate | | | |



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| <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. In Nursery provide use of Nursery library for all PP children.</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>Ensure opportunities for parents to learn alongside children through Family Learning and through engaging parents with other regular events</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>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 | <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</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> | |



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| <ul style="list-style-type: none">● Y6 Climbing club to help identified children (including PP) to develop resilience● Weekly small group intervention nurture sessions using the Fun Friends intervention programme from CAMHS.● Achieve Mental Health Charter Mark | | | Feedback from staff, parents, instructors and teachers involved | | |
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