

East Herrington Primary Academy- Pupil Premium Strategy Statement 2020 to 2021

1. Summary information					
School	East Herrington Primary Academy				
Academic Year	2020/21	Total PP budget	£100,640	Date of most recent PP Review	October 2020
Total number of pupils	467	Number of pupils eligible for PP	84	Date for next internal review of this strategy	October 2021

2. Current attainment based on validated data July 2019.				
	All Pupils KS1	PP Pupils KS1 (8 pupils)	All Pupils KS2	PP pupils KS2(15 pupils)
% achieving expected/ higher standard in reading	83%/36%	75%/25%	88%/35%	67%/13%
% achieving expected/ higher standards in writing.	81%/32%	75%/13%	97%/32%	100%/13%
% achieving expected/ higher standard maths.	85%/34%	50%/38%	95%/35%	87%/33%
% achieving expected/ higher standard in reading, writing and maths combined	75%/25%	N/A	83%/20%	60%/13%
Evaluation of the achievement of pupils at the end of 2019				

EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

15% of pupils are Disadvantaged - 9 pupils (5 boys and 4 girls). 44% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 29%. National Disadvantaged is 56%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Y1 Phonics School Disadvantaged vs National 'Other'(Not Disadvantaged)

16% of pupils are Disadvantaged - 9 pupils (7 boys and 2 girls). 78% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 6%. National Disadvantaged is 71%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

14% of pupils are Disadvantaged - 8 pupils (5 boys and 3 girls). 75% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 62%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

14% of pupils are Disadvantaged - 8 pupils (5 boys and 3 girls). 75% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 2%. National Disadvantaged is 55%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

14% of pupils are Disadvantaged - 8 pupils (5 boys and 3 girls). 50% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 29%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

25% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls). 60% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally

KS2 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

25% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls). 67% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

KS2 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

25% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls). 100% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 68%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally

KS2 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

25% of pupils are Disadvantaged - 15 pupils (7 boys and 8 girls). 87% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Children start school with poor language and communication skills and their attainment on entry is well below age related expectations making the gap larger to close.
B.	Many pupils eligible for PP also have other contributing factors such as SEND and SEMH needs.
C.	Many PP children have limited life experiences which hinder their progress and their ability to use life experiences to extend their learning.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of PP pupils is lower in some cohorts than non PP pupils and punctuality of some of these children are affected.
E.	Parental support and engagement for PP children is lower than non PP children and although many offers of support are given they are not always acted upon and engaged with. It is hard to identify all pupils for PP in the lower part of the school because all families receive school meals up to KS2.
F.	Parental support with reading and early literacy and maths are not consistent.
G.	Parental engagement of blended learning (school closures and self isolation) is not always in place and seen as a priority.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	
A.	<p>We want to further improve early language skills for pupils in the early years of our school.</p> <p>Increase the % of pupils eligible for PP who meet and exceed the ELG at the end of Reception. Ensure pupils with identified barriers to learning from poor speech and language skills are well supported and make good progress.</p>
	<p>From nursery baseline assessments, Identified pupils will access speech and language programme in Nursery and the language gap will continue to diminish.</p> <p>From Reception baseline assessments , Reception pupils will carry out NELI programme over a 20 week period and the language gap will continue to diminish.</p> <p>Daily reading and phonic interventions will support children to continue to close the gap.</p> <p>SLT will monitor the progress of these children.</p>
B.	<p>Children will be identified with additional needs and the correct support will be put into place to allow all children to make the required progress.</p>
	<p>Early identification of additional needs by EYFS SENDCo will help to get the additional support for children who need this.</p>

		The correct agencies will be called upon for any specific needs of the children.
C.	Children will be offered a broad curriculum that helps to promote and widen the life experiences that they have which will support their learning and outcomes.	<p>The curriculum will be broad and balanced as much as it can be within the recovery catch up programme.</p> <p>Online and face to face experiences as much as Covid 19 will allow children to improve their understanding of the world and topics covered.</p> <p>Disadvantaged children to have all trips/ music lessons paid for and supported by school.</p>
D.	Children's attendance and punctuality will continue to be improved and ensure that PP children have access to the full curriculum in school.	<p>Families supported attending school regularly.</p> <p>Parental support groups from school to be put in place to support family routines etc.</p> <p>Early help for some families where persistent attendance and punctuality issues arise.</p> <p>Class teachers to identify issues within their own classes and SLT will monitor attendance and punctuality to improve all outcomes.</p>
E.	Continued workshop support, 1:1 sessions, communication and external agency support with all families especially those who are hard to reach. Build up relationships to allow trust and good communication to support the family to ensure children receive the best education.	<p>Parent workshops prior to the school year commencing - encourage attendance at these.</p> <p>Early reading/ literacy workshops in place and to be fully attended.</p> <p>Learning workshops throughout the school to develop good communication for all families with school.</p> <p>Parental support to work with identified families and offer of Early help support if needed.</p>

		Counselling for pupils/ parenting for families and for families with additional needs.
F.	Continue to close the gap for PP children in reading, writing and maths across the school.	<p>Class teachers to ensure all children receive the required intervention needed to support closing the gap.</p> <p>To have a wide variety of interventions in place if needed eg: power of 2, toe by toe, reading reflux, daily reading support from staff in school etc.</p>
G.	Children from disadvantaged families will have the same access to learning as all other children and support will be given to families who are struggling to access and engage.	<p>Children at home during isolation or lockdowns will be closely monitored for their access to learning.</p> <p>Chromebooks and wifi dongles will support the most vulnerable of families.</p> <p>1:1 check-ins with teachers to ensure learning is supported.</p>

5. Planned expenditure					
Academic year 2020/2021		£100,640			
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					
i. Quality of teaching for all					
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?

<p>A. Increase the % of pupils eligible for PP who meet and exceed the ELG at the end of Reception. Ensure pupils with identified barriers to learning from poor speech and language skills are well supported and make good progress.</p>	<p>Nursery speech and language programme by a trained member of staff.</p> <p>NELI intervention programme to be completed.</p> <p>Extra TA in Reception for 0.8.</p>	<p>Children enter EYFS with poor speech and language. Staff need a researched intervention programme to support all other interventions in school.</p>	<p>Nursery teacher to lead and support programme in Nursery. HA and Nh to monitor impact of this in PP meetings.</p> <p>Teachers and 1 TA trained in Reception and teachers to support TA to deliver the programme - clear timetabled intervention programme and HA and NH to monitor impact in PP meetings.</p>	<p>HA</p>	<p>March 2021 (training to start in January)</p> <p>£800 supply cover £12,000 staffing costs</p>
<p>C. Deliver a curriculum which is broad, relevant and enriched that develops core knowledge and skills which pupils can apply in a variety of contexts as a result of real life experiences.</p>	<p>Dukeshouse wood and Derwent Hill supported costs. (Deposit only to pay)</p> <p>Music lessons supported.</p> <p>Educational visits supported.</p>	<p>All children have the same opportunities. Research shows that children from disadvantaged backgrounds have limited access to first hand experiences which inhibits their ability to call on life experiences to extend their learning</p> <p>Funding will be used to support those children whose families, due to their income and economic status, cannot</p>	<p>Office staff to support families. Information for all teachers to support families. NH to oversee this.</p>	<p>NH</p>	<p>As and when trips/ opportunities occur.</p> <p>£8000</p>

		provide days out and visits that would widen the experiences and understanding of their children.			
F. Increase the % of pupils eligible for PP who meet the expected standard and greater depth. Ensure pupils with identified barriers are well supported and make good progress.	Reading interventions across the school. Toe by Toe if needed. Power of 2 for maths Maths pre teaching and interventions. Extra guided reading sessions and books to support WCR to enhance vocabulary. 1:1 readers. Extra phonic sessions. Project X/ extra reading materials for low ability readers. Lexia/ reading plus.	NFER assessments across the school to identify needs. (September baseline and then Nov, Mar and June) Pupil Progress meetings to identify needs of children and intervention.	Timetables drawn up by staff for targeted intervention and sent to NH. Regular monitoring of books and planning. Pupil progress meetings to evaluate impact of interventions.	NH LN SM HA NC KB EO	Monitoring timetable planned in- cycle introduced - throughout the year. £1500 supply cover. £3000 - extra support for 1:1 reading in 2,3,4,5 and 6) £3000 resources eg: books, low ability books, intervention material. £1000 - online licenses £3,000 - more Cover supervisors to lead interventions) Extra Teacher in Y6 and 1 TA - (£25,000 and (£8,000)
Total budgeted cost					£65,000
ii. Targeted support					
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?

<p>B. To ensure that all children are identified with additional needs and support is put in place to close the gap.</p>	<p>Identified pupils access high quality intervention using a range of programmes both online and in person led by a Teacher/TA.</p> <p>Specific evidence based interventions delivered to identified children based on targets and recommendations from external agencies (SALT, Educational Psychology, EHCP outcomes, etc)</p> <p>Intervention for PP children to also include programmes for those children who are high attainers – eg, Reading programme to accelerate progress in line with non-PP peers.</p>	<p>Some children eligible for Pupil Premium also have additional needs that are being met through specific targets and/or curriculum programmes.</p> <p>These strategies in small group or 1:1 situations are vital in ensuring sustained progress for specific children.</p> <p>The approach will focus on the needs of the learners.</p>	<p>SLT will monitor progress through learning walks, lesson observations and work sampling.</p>	<p>SLT SENDCo</p>	<p>Termly.</p> <p>TA intervention support £8000</p> <p>Support services (include, behaviour, ed Psy ect) £4000</p>
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<p>E. To build relationships with all families and ensure we support all families and children to improve outcomes. To improve the emotional resilience of all vulnerable groups.</p>	<p>Identified pupils work with school and external staff on 1:1 counselling and FRIENDS and Nurture Clubs throughout school.</p> <p>Additional hours purchased from Counselling to support the increased need for SEMH support throughout the school.</p> <p>Increased amount of sensory equipment needed for children.</p>	<p>Use interventions that target social and emotional needs to have an identifiable and significant impact on attitudes to learning, social relationships in school.</p> <p>Pupils will access learning when other issues have been addressed which sometimes cause a significant barrier to learning.</p> <p>Children who present with sensory/SEMH difficulties benefit from having a equipment/safe space that they can 'break away' from the classroom environment.</p>	<p>Ensure school staff delivering the programmes are fully trained.</p> <p>SENCo to liaise with staff delivering programmes/ parenting etc to ensure they are aware of individual needs and circumstances of pupils involved.</p> <p>Counsellor to liaise with SENDco and SLT</p>	<p>SLT SENDCo</p>	<p>Trained staff and extra intervention time for friends groups.</p> <p>Extra TA support for Parenting times</p> <p>Counselling sessions.</p> <p>£5500</p> <p>Extra Counselling -½ day £3000</p>
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<p>G. To ensure all children have equivalent access to remote learning.</p>	<p>1:1 support for children at home Chromebooks given to children with limited resources. Wifi dongles given to children with limited access. Access in school if school closures ensure gaps are closed.</p>	<p>EEF intervention supports at least 3/4/months closing gap. Children will have the same opportunities with the correct device and access and teacher support to access these. Workshops delivered on how to upload work and use the device correctly.</p>	<p>SLT will monitor home learning and ensure the required access and engagement is present. SLT will monitor progress by learning walks, work sampling etc. Pupil progress meetings will identify needs.</p>	<p>NH LN</p>	<p>Termly. £4000 - staff leading 1:1 support £4000 - purchase new equipment £2000 - Wifi devices purchased.</p>
Total budgeted cost					£30,500
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?
<p>Continue to improve PP attendance rates, through improved engagement, internal rewards & rigorous monitoring.</p>	<p>SLA with Farringdon Community Academy, to employ an Attendance Officer 1 half day per week.</p>	<p>Attendance officer addresses persistent absentees with the correct formal procedures. This is highly effective as some of our families interlink with Farringdon families.</p>	<p>End of year attendance awards to motivate children. SLT to work with Attendance officer and use Anthony Conlin data to analyse and support attendance.</p>	<p>SLT</p>	<p>Termly £4,500</p>

	<p>Anthony Conlin data analysis to support the above and inform SLT.</p> <p>Introduction of rewards and motivations to increase attendance.</p> <p>Parenting sessions to support routines for identified families.</p>	<p>SLT needs to address the concerns and families to improve attendance.</p>	<p>Year group attendance on monthly newsletters</p> <p>SLT to decide on motivational awards and to be used in star of week assemblies.</p>		
Total budgeted cost					£4,500