

Primary School

Pupil Premium Strategy Statement 2019 – 2020

1. Rationale

At Easington Colliery Primary School we believe that our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
223	Per Pupil : £1,320 118	Per Pupil: £1,320 105	Per Pupil £1,700*/ £2,300 14	Per Pupil £300 3

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Years Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	523	Number of Pupils Eligible	223
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Total Pupil Premium Budget	329,380 (LA estimate)	% of Pupils Eligible	43%
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5. 2019 – Disadvantaged pupils outcomes								
EYFS – 57 pupils (26 FSM)								
Good Level of Development	School FSM	NA Other 2019	School V Nat other diff	Nat PP V Nat other 2019				
	46.2%	75%	-28.8%	-19%				
KS1 Y2 – 67 pupils (34 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other 2019	School V Nat other diff	Nat PP V Nat other 2019	School Dis	NA Other 2019	School V Nat other diff	Nat PP V Nat other 2019
Reading	64.7%	78%	-13.3%	-16%	20.6%	28%	-7.4%	-14%
Writing	64.7%	73%	-8.3%	-18%	11.6%	17%	-5.2%	-10%
Maths	64.7%	79%	-14.3%	-16%	14.7%	24%	-9.3%	-12%
KS2 Y6 - 82 pupils (42 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other 2019	School V Nat other diff	Nat PP V Nat other 2019	School Dis	NA Other 2019	School V Nat other diff	Nat PP V Nat other 2019
Reading	73.8%	78%	-4.2%	-16%	33.3%	31%	2.3%	-14%
Writing	81.0%	83%	-2.0%	-15%	11.9%	24%	-12.1%	-13%
Maths	85.7%	83%	1.7%	-15%	31.0%	31%	0.0%	-15%

GPS	78.6%	83%	-4.4%	-15%	47.6%	40%	6.6%	-15%
RWM combined	71.4%	70%	0.4%	-20%	7.1%	12%	-5.9%	-11%

6. 2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other 2019	School V Nat other diff	Nat PP V Nat other 2019
Reading	1.56	0.3	1.26	-0.9
Writing	0.06	0.3	-0.14	-0.8
Maths	1.30	0.3	1.0	-1.0

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	SEND The proportion of Pupil Premium pupils with SEND is above national	School to address emerging needs rapidly and develop expertise to overcome barriers to learning, ensuring good outcomes for pupils in receipt of pupil premium funding and identified SEND
B	EYFS Historic data suggests that pupil baselines on entry into early years are lower than their chronological age, particularly in writing and communication and language	At the end of EYFS the proportion of disadvantaged pupils attaining the expected standard in those areas is closer to the national average and the gap is beginning to diminish and is tracked throughout year 1
C	EYFS The proportion of pupils in receipt of pupil premium funding at a good level of development is below those nationally	At the end of year 1 difference between pupil premium funded pupils and other pupils at ARE is close to the national average and the gap is beginning to diminish

D	KS1 Pupils who are eligible for pupil premium performed less well than other pupils nationally on their phonics screening test	At the end of year 2 difference between pupil premium funded pupils and other pupils at ARE in reading is close to the national average and the gap is beginning to diminish
E	KS1 Pupils who are eligible for Pupil Premium, attaining the expected standard in reading and maths is lower than others nationally.	Increased rates of progress for PP pupils in reading in year 3 Increased rates of progress for PP pupils in maths in year 3
F	KS2 The proportion of pupils who are eligible for Pupil Premium who are working at GDS in writing is lower than those nationally	At the end of KS2, pupils eligible for pupil premium working at GDS in writing will be close to other children nationally
G	SCHOOL Pupil Premium pupils have limited first hand experiences to support their capacity to develop basic skills fluently.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.
H	SCHOOL The proportion of pupils who access mental health services is higher than those pupils who are non-Pupil Premium.	Pupils eligible for PP will have their mental health needs met in school and as a result will achieve in line with other pupils.

8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

Barriers		Desired Outcomes
I	Low attendance rates for some PP children including high persistent absence.	Increased attendance rates for PP children.
J	Social deprivation	Provide PP children with a rich curriculum offer including extra- curricular activities and residential experiences to raise aspirations, self esteem and educational outcomes.
K	Less engagement at home by adults and limited confidence in how to support and value learning.	Parents supported and upskilled to meet the needs of their children and to engage in the wider experiences that school has to offer.

9. Pupil Premium Planned Expenditure								
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data			Evaluation (Autumn, Spring, Summer)
						school	national	
A	School to address emerging needs rapidly and develop expertise to overcome barriers to learning, ensuring good outcomes for pupils in receipt of pupil premium funding and identified SEND	<ul style="list-style-type: none"> SLA with Sensory work to identify and address motor, sensory and emotional regulation needs SLA with speech and language for early identification, advice and therapeutic intervention Adaptation of provision to create a therapeutic intervention for pupils with SEMH, trauma and attachment difficulties Support from Wendy Boyes to develop expertise GLC manager to develop nurture provision for pupils with SEMH need Training for all staff to develop excellent quality first teaching Meetings with relevant professionals, parents and staff to ensure a coordinated approach for pupils with SEND 	<p>DFE "SEN support: case studies from schools and colleges" July 2017</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	£10,066				
					All SEN	27%	14.2%	
					Type K	24.1%	12.6%	
					EHC	2.9%	1.6%	
				£10,000	83% of Link pupils are pupil premium.			
				£800				
				£1200				
				£250				
				£24,735				
B	At the end of EYFS the proportion of disadvantaged pupils attaining the expected standard in those	<ul style="list-style-type: none"> Development of the EY curriculum SALT SLA to work with staff to create an environment which promotes good speech and language for all 	EEF – language and communication approaches +6months	£2000				
				£24,735				

	areas is closer to the national average and the gap is beginning to diminish and is tracked throughout year 1	<ul style="list-style-type: none"> • Use of assessment data to pinpoint where the gaps are • Early intervention and targeted approaches • Enrichment through life experiences, such as visits, forest school etc • Family learning opportunities 	Play based learning +5 months Parental engagement +4months																																	
C	At the end of year 1 difference between pupil premium funded pupils and other pupils at ARE is close to the national average and the gap is beginning to diminish	<ul style="list-style-type: none"> • Development of continuous provision in year1 • SALT SLA to support the delivery of language and communication links • Involvement of parents in learning • Enrichment experiences • Analysis of data in order to pinpoint gaps in learning 	EEF – language and communication approaches +6months Play based learning +5 months Parental engagement +4months Outdoor and adventurous learning +4months	£2000 £24,735	46% of pupils are Disadvantaged-26 pupils (15 boys and 11 girls).46% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 27%. National Disadvantaged is 54%. Disadvantaged pupils are below Disadvantaged pupils Nationally																															
D	At the end of year 2 difference between pupil premium funded pupils and other pupils at ARE in reading is close to the national average and the gap is beginning to diminish	<ul style="list-style-type: none"> • Reciprocal Reading • Reading interventions • Promoting a love of reading • Target time reading 	EEF reciprocal reading + 2 months Reading and comprehension activities +6months	£29,798 £24,735	<table border="1"> <thead> <tr> <th></th> <th>School %</th> <th>Nat %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>84</td> <td>82</td> </tr> <tr> <td>Dis</td> <td>75</td> <td>71</td> </tr> <tr> <td>Other</td> <td>84</td> <td>84</td> </tr> </tbody> </table>		School %	Nat %	All	84	82	Dis	75	71	Other	84	84																			
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E	Increased rates of progress for PP pupils in reading in year 3 Increased rates of progress for PP pupils in maths in year 3	<ul style="list-style-type: none"> • Reciprocal reading • Access to library or good quality books • Small group targeted support with a different approach for pupils who are unable to use phonics as a strategy for reading 	EEF reciprocal reading + 2 months Reading and comprehension activities +6months Mastery approach +5 months	£5500 £24,735 £1000	<table border="1"> <thead> <tr> <th></th> <th>School Dis</th> <th>NA Other 2019</th> <th>School diff</th> <th>Nat diff 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73.8%</td> <td>78%</td> <td>-4.2%</td> <td>-16%</td> </tr> <tr> <td>Writing</td> <td>81.0%</td> <td>83%</td> <td>-2.0%</td> <td>-15%</td> </tr> <tr> <td>Maths</td> <td>85.7%</td> <td>83%</td> <td>1.7%</td> <td>-15%</td> </tr> <tr> <td>GPS</td> <td>78.6%</td> <td>83%</td> <td>-4.4%</td> <td>-15%</td> </tr> <tr> <td>RWM combined</td> <td>71.4%</td> <td>70%</td> <td>0.4%</td> <td>-20%</td> </tr> </tbody> </table>		School Dis	NA Other 2019	School diff	Nat diff 2019	Reading	73.8%	78%	-4.2%	-16%	Writing	81.0%	83%	-2.0%	-15%	Maths	85.7%	83%	1.7%	-15%	GPS	78.6%	83%	-4.4%	-15%	RWM combined	71.4%	70%	0.4%	-20%	
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		<ul style="list-style-type: none"> • Pre and post teaching • Analysis of data to pinpoint gaps • Development of mastery approaches to maths • Use of mixed ability pairings and ability groupings 	Small group tutoring +4 months In class ability grouping +3 months Peer tutoring +5months															
F	At the end of KS2, pupils eligible for pupil premium working at GDS will close to other children nationally	<ul style="list-style-type: none"> • Author visits • 1:1 writing conferences • Use of reading to inform writing • Use of a clear learning journey • Analysis of data to pinpoint gaps • Effective marking and feedback 	EEF reciprocal reading + 2 months Reading and comprehension activities +6months Mastery approach +5 months Small group tutoring +4 months In class ability grouping +3 months Peer tutoring +5months	£24,735	<table border="1"> <tr> <td>KS2</td> <td>School Dis</td> <td>NA Other 2019</td> <td>School diff</td> <td>Nat diff 2019</td> </tr> <tr> <td>writing</td> <td>11.9%</td> <td>24%</td> <td>-12.1%</td> <td>-13%</td> </tr> </table>	KS2	School Dis	NA Other 2019	School diff	Nat diff 2019	writing	11.9%	24%	-12.1%	-13%			
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G	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	<ul style="list-style-type: none"> • Trips in every year group • Development of a curriculum • Strong extra- curricular offer • Jobs fayre to raise aspirations and develop long term goals • Life skills • Links with local businesses • Residentials • Aspirational visitors 	Our Teaching and Learning Toolkit contains several strands relevant to this theme. The overall impact of enrichment activities on academic achievement tends to be positive	£10,000	.													
H			Evidence from	£35,000														

	<p>Pupils eligible for PP will have their mental health needs met in school and as a result with achieve in line with other pupils.</p>	<ul style="list-style-type: none"> Place 2 Be four -day model established. The provision of a child and family school based Place2Be counsellor allowing teachers to focus on their core business of teaching and learning. School based counselling also ensures that all staff are aware of the barriers to learning that PP children may face. Identified PP children will receive social and emotional support to pupils through therapeutic counselling service by Place 2 Be. 1-1 work will be carried out to provide immediate support to cope with emotional difficulties. School to become a happy centred school 	<p>the <u>EEF's Teaching and Learning Toolkit</u> suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	<p>£2000</p>		
<p>I</p>	<p>Increased attendance rates for PP children.</p>	<ul style="list-style-type: none"> Regular monitoring PSA to work with a families Regular contact with parents Raise the profile of attendance with prizes and rewards, addition of attendance on newsletters AIT meetings Attendance planning meetings 	<p>A <u>DfE analysis, published in February 2015</u> confirmed a clear association between pupil absence from school and subsequent lower</p>	<p>£14,522 £37,686</p>		

		<ul style="list-style-type: none"> • Postcards home for absent pupils • Reporting to governors 	attainment at Key Stage 2			
J	Provide PP children with a rich curriculum offer including extra-curricular activities and residential experiences	<ul style="list-style-type: none"> • Build in outdoors to the curriculum • Subsidised residential experiences made affordable and accessible • Extra curricular offer for pupils • Include first hand experiences into the curriculum • Have a clear intent in the curriculum • Development of life skills 	EEF outdoor and adventurous +4 months	£15,600		
K	Parents supported and upskilled to meet the needs of their children and to engage in wider experiences that school has to offer.	<ul style="list-style-type: none"> • Family Friday to encourage parental participation in learning • PSA provide support, guidance and training • Parental access to services to support further access to learning • After school forest school with parents and children • Parent and child cookery sessions 	On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. (EEF)	£9730		

10. Budget Summary

Desired Outcome		Cost
A	School to address emerging needs rapidly and develop expertise to overcome barriers to learning, ensuring good outcomes for pupils in receipt of pupil premium funding and identified SEND	£47,051
B	At the end of EYFS the proportion of disadvantaged pupils attaining the expected standard in those areas is closer to the national average and the gap is beginning to diminish and is tracked throughout year 1	£26,735
C	At the end of year 1 difference between pupil premium funded pupils and other pupils at ARE is close to the national average and the gap is beginning to diminish	£22,735
D	At the end of year 2 difference between pupil premium funded pupils and other pupils at ARE in reading is close to the national average and the gap is beginning to diminish	£54,533
E	Increased rates of progress for PP pupils in reading in year 3 Increased rates of progress for PP pupils in maths in year 3	£31,235
F	At the end of KS2, pupils eligible for pupil premium working at GDS in writing will be close to other children nationally	£24,735
G	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	£10,000
H	Pupils eligible for PP will have their mental health needs met in school and as a result will achieve in line with other pupils.	£37,000
I	Increased attendance rates for PP children.	£52,208
J	Provide PP children with a rich curriculum offer including extra- curricular activities and residential experiences to raise aspirations, self esteem and educational outcomes.	£15,600

K	Parents supported and upskilled to meet the needs of their children and to engage in the wider experiences that school has to offer.	£9730
Total Budget Spent		£331,562

Additional Funding Supporting Provision

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor:			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
Autumn Summary			
Spring Summary			
Summer Summary			

Review Date	July 2020