



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East Park Academy
Number of pupils in school	622 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	355 children (54.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Karen Jones Headteacher
Pupil premium lead	Amardip Dhanjal Deputy Headteacher
Governor / Trustee lead	Rebecca Fisher Mike Wilkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£407,883
Recovery premium funding allocation this academic year	£43,138
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£451,021

Part A: Pupil premium strategy plan

Statement of intent

Our mission here at East Park Academy is to be committed to 'growing the hearts and minds' of all our children and ensure that they receive the very best education. Our intention is that every child, regardless of their background or starting point, shall thrive, academically, personally, and socially. We are committed to meeting the needs of all our pupils and our pupil premium strategy is planned to enable our disadvantaged pupils to make accelerated progress and to achieve in line with their peers. Our percentage of children identified as 'disadvantaged' has increased over recent years and we ensure that we know all our children well and that they receive an appropriate level of support and intervention, both academically and emotionally, to enable them to succeed. We aim for all our children to love school, show our East Park 8 values and be to be committed to achieving their full potential and to be empowered with both cultural and social capital to achieve well during their time at East Park Academy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and Punctuality PP attendance (90%) is below non-PP. Poor attendance and late arrival has resulted in regular lost learning for Core subjects, reading, writing and maths, and phonics for Rec-yr2, which are typically taught at 8.50am.
2	Pastoral and Well-being Some disadvantaged children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school. There has been a significant increase in the number of children experiencing mental health or wellbeing concerns.
3	Phonics PP children in Reception, Year 1 and 2 have had significant disruption to their phonics teaching. Lack of security with phonics has impacted in quality of learning in other subjects. Although PP children have made good progress, there is still many PP children who are not on track in phonics.
4	Academic attainment for reading, writing and maths. This remains a priority. On entry and autumn data for PP children significantly below compared to non-PP. The biggest gap is in writing. We aim for this gap to close.
5	Greater depth attainment Number of PP children on track to achieve GD is also not in line with non-PP, especially in Writing. We aim for this gap to close.

6	Wider opportunities Providing wider opportunities for PP children – with the cost of living increasing, pupils’ opportunities to take part in many activities out of school have reduced. Providing such priorities for our pupils is a priority.
7	EYFS Early intervention Underdeveloped Oracy Skills – evidence suggests that pupil premium children show under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance and Punctuality Improved attendance for PP children	Attendance back to pre-pandemic levels of 96% - at least in line with all pupils nationally
Phonics Improved phonic attainment for PP children.	For PP attainment to be in line with non-PP peers and to achieve pre-COVID standards
Academic attainment for reading, writing and maths Greater Depth attainment Improved reading, writing and maths attainment for PP children at Key Assessment points	By 2024 Data for PP will be in-line or above national data and pre pandemic levels in reading, writing and maths. Increased rates of progress for all children
Pastoral and wellbeing Safeguarding and Pastoral needs of PP children and families met	Families have access to support provided by school and outside agencies are supported by school. High levels of well being demonstrated by our PP children
Wider opportunities	PP pupils get access to opportunities such as Music, trips, Gymnastics, Sports and more. High levels of engagement from our disadvantaged pupils
EYFS Early intervention	PP pupils in Early Years have improved attainment in key areas through the use of strategies to support Oracy (Wellcom). Significantly improved oral language.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £230,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the language diagnostic/intervention strategy WellCom and give time to EYFS lead to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	7
All teachers/support staff to have access to high quality CPD provided both internally and externally.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Professional development	3, 4, 5, 7
Staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme to secure stronger and more consistent phonics teaching for all children	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
Release time out of class for Maths and English lead practitioner to support the teaching and learning of Maths and English.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development	3, 4, 5

Release time out of class for all AHT and SAHT to drive school improvement issues and areas within phases and across the school.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development	3, 4, 5,
SEND CPD for staff	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	3, 4, 7
Responsive teaching CPD	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	3, 4, 5, 7
Development of Maths learning using Numicon resource and teaching frameworks	EEF Report – ‘Effective Professional Development Oct 21	4, 5, 7
Appointments of senior leaders New HT New DHT Promotion of SAHT to DHT	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ Oct 21	3, 4, 5, 7
Language First and Oracy/Voice 21 Annual subscription Development	EEF Report – ‘Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge,	3, 4, 5, 7

No More Marking	<p>motivates staff, develops teaching techniques and embeds practice.</p> <p>EEF report – ‘Using Pupil Premium Funding Effectively’ Oct 21</p>	
Schools Partnership Programme	<p>Schools’ Partnership Programme: SPP was developed to support continuous school and system improvement and develop great leaders with the aim of giving children and young people the very best start in life. Our identified focus for this peer review approach is to support us to develop the best practice to support our pupils who are in most need. We aim to review our interventions and support across school as part of this programme and develop in class strategies to meet the needs of all learners. There will also be a focus on the development of leaders in securing high levels of attainment and progress across their phase.</p>	3, 4, 5, 7
Senior member of staff to enrol on Master’s Degree (Oracy) Coventry University	<p>EEF Report – ‘Effective Professional Development Oct 21</p> <p>Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	3, 4, 5, 7
Use of IRIS to support Quality First Wave Teaching (?)	<p>EEF 1. High-Quality Teaching states great teaching is the most important lever schools have to improve pupil attainment. Iris will be used by all teaching staff to focus on developing their own practice. One camera to monitor the teacher.</p>	3, 4, 5, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110, 345

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support and target disadvantaged children at effective times during the school day to close the gaps of attainment and progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Additional phonics/reading intervention targeted at disadvantaged pupils who require further phonics/reading support.	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’	3
<i>Reading 1-to-1 and small group tutoring</i>	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’	3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Roots and Shoots provision</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	1, 2, 3, 4, 7
Free access to music sessions	EEF Life Skills and Enrichment believe that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	6, 2

	Pupil premium children are less likely to take part in any extra-curricular activities outside of school e.g. dance, swimming and football. Therefore, extra-curricular activities are provided for pupil premium children during the school day.	
<i>Pastoral Care and Attendance Lead</i> Work closely with families where attendance is at risk	EEF Report – ‘Parental engagement’ July 2021 +4 months DFE School Attendance Guidance states that schools are expected to promote good attendance and reduce absence and they are to act early to address patterns of absence. It also states that missing out on lessons leaves children vulnerable to falling behind. 3 Allocating our Family Support Worker dedicated time to focus on attendance will ensure that attendance is tracked on an individual basis so that targeted family support can reach those families who need it most as 20% pupil premium are persistent absentees.	1, 2, 3, 4
<i>Trips and Residential Subsidised Places</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	1, 2, 6
<i>Before and After-School Provision – Xtra Parkers Subsidised Places</i>	EEF Report – ‘Improving Behaviour in Schools – June 2019’	1, 2,
<i>Pastoral and Learning Mentors</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	1,2,3,4,5
<i>Pastoral Family Support Lead</i>	EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’	1, 2
<i>Behaviour, SEND support</i> <i>Lego Based Therapy</i> <i>Zones of Regulation</i> Grasp – EP service Specialist learning service - Vicki Walsh	EEF Teaching and Learning Toolkit (Reducing class size): Reducing class sizes to a level where significant benefit is likely. The EEF Teaching and Learning toolkit (Social and Emotional Learning): Social and emotional	1,2, 3, 4, 5, 6

Music tuition Specialist SEND teachers	interventions have an identifiable and valuable impact on attitudes to learning and relationships within school. We have a number of children where emotional needs are a barrier to their academic needs. Being able to provide identified children with a 1:1 session or a social group session will hopefully have an impact on how they engage with the rest of their school week. Children who are involved with this type of intervention will be closely monitored to ensure that the sessions that they engage with are having a positive impact on their general well-being. A significant proportion of children who are accessing these sessions are pupil premium.	
<i>Toast, fruit and snacks throughout morning</i>	EEF Report – 'Using your pupil premium funding effectively – Oct 21	1,2,3,4,5, 7

Total budgeted cost: £ 451,021

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Whole school standardised assessments and internally moderated work showed that although disadvantaged pupils continue to attain below that of non-disadvantaged pupils during 2021-22 academic year, the difference gap has reduced.
- Writing continues to be an area where greater focus is needed across school and specifically for those identified as disadvantaged. Whole school focus on writing is a high priority.
- Numicon CPD was delivered and staff are using this in many year groups (Y1, 2, 3 and 5)
- Appointment of new Headteacher
- Appointment of one new DHT and promotion of SAHT to DHT
- Appointment of SEND support great impact with the support with our most vulnerable pupils.
- Oracy CPD being used well as part of Guided reading, Cross Curricular links/AHT – masters degree linked to oracy
- No more marking- CPD for teachers to support assessment and moderation.
- Phonics intervention – data doubled from 31% to 67% (target was 60%) and Year 2 resits 59% to 73% (target was 70%)

- Reading impact- KS1 reading was at 34% in Autumn 2022 and the target was 65% - we got to 55%. The gap was closed but not enough, so this remains a target.
- Reading impact – KS2 reading was at 32% in Autumn 2022 and target was 60%. Although target was not met, the gap did reduce and data in Summer showed 53% - needs to still be a priority.
- Attendance of PP children has increased to 90% - we still aim to reach our target of 96%
- Roots and shoots provision supported our most vulnerable PP children on the SEND register and supported their transition back into class. It is still be used now but in a slightly different way.
- Pastoral and attendance leads - provided excellent support to our most disadvantaged families
- Trips and residentials were subsidised for some PP pupils
- XParkers subsidised places have been supporting PP children to attend school
- Learning mentors- supporting behaviours, mental health and well being for our most vulnerable children. A new way of supporting children for pastoral and well-being has been launched and is currently working well.
- Strategies to support our most vulnerable PP children have worked well - Lego therapy, play therapy, Grasp)
- SEND CPD

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider