

# East Park Academy Pupil Premium strategy 2019-2022

1. Summary information					
School	East Park Academy				
Academic Year	2019/20	Total PP budget	£332,640	Date of most recent PP Review	June 2019
Total number of pupils	664	Number of pupils eligible for PP	252	Date for next internal review of this strategy	Jul 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	66%	71%
% achieving in reading 2019 KS 2	73%	78%
% achieving in writing 2019 KS 2	80%	83%
% achieving maths 2019 KS 2	75%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills across the school (Oracy)
<b>B.</b>	Continue to close the gap of PP children and their non-pp peers throughout the school
<b>C.</b>	Some PP children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 94% (below the target for all children nationally and our school target of 96% This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oracy skills for pupils eligible for PP across the school	Pupils eligible for PP in class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.
<b>B.</b>	Higher rates of attainment for our pupils who are eligible for PP	Pupils eligible for PP to attain as 'other' pupils, across Key Stage 1 in maths, reading and writing. Measured in Y3, Y4, Y5 and Y6 by teacher assessments, external tests and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve at all standards, including higher standard in Reading, writing and maths by the end of year 6
<b>C.</b>	Improve confidence and self-esteem of PP children	PP children are self-assured learners, demonstrating the East Park 8, and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.1% to 96% at least in line with all pupils nationally and the rest of our school

## 5. Planned expenditure

Academic year

2019/20

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	Impact	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
A. Improved language skills and closing of the word gap for Nursery and Reception children	<p>Renewed training for staff to Language First principles (based on new training for Year 2 schools)</p> <p>Baseline and termly use of Wellcomm, Troll and Hanen assessment tools to track progress and to identify target children</p> <p>Planning through a language lens so that vocabulary is taught explicitly each week</p> <p>Learning observations to capture the vocabulary that children are using</p> <p>URLEY tools used throughout KSI and KS2 to identify post EYFS children who need additional languages support</p>	<p>Rates of progress for PP children will be accelerated in C and L areas, supporting children to achieve a GLD</p> <p>High quality speech and language interventions are identified early to enable children to make accelerated progress</p> <p>EYFS staff have a secure understanding of language development so that they can be magnets, radiators and conversationalists for all children</p> <p>Children will develop a wider vocabulary to support their learning and their social interactions</p>	<p>Regular monitoring of learning journeys will reflect target children developing their vocabulary and language skills</p> <p>Learning walks will highlight that adults are effectively modelling language to all pupils</p> <p>Planning for vocabulary will be reflected in both indoor and outdoor provision and learning opportunities for all pupils</p> <p>Provision maps for EYFS will indicate PP children receiving specific interventions for C and L areas</p> <p>Termly data analysis of C and L areas to ensure accelerated progress of PP pupils</p>	<p>£2000 Staff training led by KJ and CR</p> <p>Phase meeting time to complete Hanen and Troll assessments</p> <p>I-I Wellcomm screening and interventions</p> <p>Learning walks and learning journey monitoring completed by KJ/CR/SSLT</p>	Termly
A cont. For all children to become fluent, articulate and confident speakers	<p>Oracy lead and lead teachers to receive oracy training via Black Country Voice</p> <p>An initial staff meeting in Autumn 2 to launch our oracy focus and to develop staff awareness of the</p>	<p>Staff confidence with the oracy framework and knowledge on how to enable children to learn <b>to</b> talk and to learn <b>through</b> talk</p> <p>Positive curriculum outcomes that demonstrate improving oracy skills for all children</p> <p>All children to engage in purposeful discussions in a range of lessons</p>	<p>Curriculum oracy outcomes shared within SLT</p> <p>Learning walks throughout school demonstrate increased opportunities for all children to be engaged in purposeful talk</p>	<p>£4000 KJ (oracy lead) CS and SW (oracy lead teachers)</p> <p>SLT/SSLT</p>	July 2020

	<p>oracy framework and the year ahead</p> <p>Half termly curriculum oracy outcome to be planned for in KS1 and KS2</p> <p>Staff training on how to develop discussion including discussion protocols, guidelines and groupings so that discussions are introduced across the school</p> <p>Staff training on developing the quality of talk throughout KS1 and KS2 including the use of sentence stems</p> <p>Use of the oracy framework to be diagnostic in identifying next steps for children</p> <p>Debate club to be launched and staff knowledge developed</p>	<p>Children use a range of sentence stems to confidently share their viewpoint</p> <p>Target pupils are identified so that they can make accelerated progress linked to their oracy skills</p> <p>The profile of debate club is raised so that children throughout the school have the chance to debate within school and with other schools</p> <p>Developments linked to oracy will have a positive impact on attainment and progress in reading and writing</p>	<p>Learning walks and pupil conferencing demonstrate improved quality of talk for all pupils</p> <p>Oracy interventions for PP pupils identified on year group provision maps</p>		
<p>B. Improved attainment for all pupils including high attaining pupils</p>	<p>All staff to engage in high quality CPD including a focus on Greater Depth and achieving at the higher standard</p> <p>Improve staff subject knowledge of how to achieve depth of learning for all children</p>	<p>All pupils to attain at the expected or higher standard across reading, writing and maths</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Learning walks and book looks by SLT in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by year group leaders</p> <p>Deputies and AHTs through learning walks to establish are all staff compliant with expectations</p>	<p><b>£5,500</b> CPD budget</p>	<p>Termly</p>

<p>B: increase rates of attainment for PP children who attainment is below that of their peers nationally</p> <p>C: Improve confidence and self-esteem of PP children</p>	<p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and secure understanding of key concepts</p> <p>All teachers and teaching Assistants take part in high quality professional development in relation to Cognitive Load Theory and Cognitive Development in Practice</p> <p>CPD to support development of quality of T&amp;L ensuring meeting relative starting points of all pupil groups.</p> <p>Teacher to provide 1-1 time across the week to target strengths and areas for development and provide targeted teaching to support rapid progress</p>	<p>Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6</p> <p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p>	<p>Half termly lesson observations by Deputies in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by AHTs in each phase</p> <p>Deputies and AHTs through learning walks to establish are all staff compliant with expectations</p> <p>School Mentors and Pastoral team – individual and small group provision Nurture provision where applicable</p>	<p>Head</p> <p>£5,500 CPD</p> <p>Pastoral Team £40,000</p>	<p>July 2020</p> <p>July 2020</p>
<b>Total Annual budgeted cost</b>					<b>£57,000</b>

## ii. Targeted support

<p>C: increase rates of attainment for PP children who attainment is below that of their peers nationally</p>	<p>HLTAs and Level 3 TAs in each phase of the school target them in class and deliver intervention weekly (total half of their time) to accelerate rates of progress.</p> <p>Level 2 TA full time in each phase of the school to target in class support for PP children</p> <p>AHT/SENDSCO to develop intervention planning to address PP needs with teacher in each phase of the school.</p> <p>TAs to deliver in class intervention/ out of class intervention across the week.</p>	<p>TAs effectively support PP children 1-1/ groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school</p>	<p>AHTs and deputy to observe quality of T&amp;L half termly</p> <p>Fortnightly books trawls by Deputies</p>	<p>HLTA in each phase</p> <p>Level 3 TAs in each phase</p> <p><b>L2 TA each phase of school</b></p> <p>£220,000</p>	

<b>Total Annual budgeted cost</b>					<b>£220,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Increased attendance rates	Part time Office Admin worker employed to monitor pupils and follow up quickly on absences. First day response provision.  Deputy to overview attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence  Provide attendance reward system	Attendance of PP group improves overtime and is at least in line with national figures	Thorough briefing of support worker about existing absence issues. PP leader (deputy), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Care and Attendance Lead £18,000  DHT £7,000	July 2020
C. increase rates of attainment for PP children who attainment is below that of their peers nationally	Target small group teaching of maths and reading	PP attainment improves and is at least in line with national figures	DHT and SAHT to teach daily one hour sessions of maths and English to year 6 SLT to teach booster groups to year 6 children	£31,000	July 2020
<b>Total Annual budgeted cost</b>					<b>£56,000</b>

Total Grant: **£332,640**

Total Expenditure **£333,000**