



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	624 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Hayley Guest Executive Head
Pupil premium lead	Janine Sargent Head of School
Governor / Trustee lead	Andy Aston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,875
Recovery premium funding allocation this academic year	£39,875
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	£409,750

Part A: Pupil premium strategy plan

Statement of intent

At East Park Academy we are committed to ensuring that all of our pupils achieve their full potential and receive the very best education. Our percentage of children identified as 'disadvantaged' has increased over recent years and we ensure that we know all of our children well and that they receive an appropriate level of support and intervention, both academically and emotionally, to enable them to succeed. We are committed to meeting the needs of all of 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. We aim for all of our children to love school, 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 and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<i>Lockdown Learning</i> <i>PP Engagement during lockdown(35%) significantly lower than non PP (71%) which has resulted in widening gaps in some subjects.</i>
2	Attendance and Punctuality PP attendance (89%) 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.
3	Pastoral and Well-being Lockdown and the pandemic has affected our PP families with 82% of our children at risk being PP. There has been a significant increase in the number of children experiencing mental health or wellbeing concerns or exposed to trauma from outside of school. Of the children currently accessing wellbeing and pastoral support in school are considered disadvantaged.
4	Phonics PP children in year 2 and 1 and Reception have had significant disruption to their phonics teaching. Lack of security with phonics has impacted in quality of learning in other subjects.
5	Academic attainment for reading, writing and maths affected by pandemic. Lockdowns and closing of bubbles impacted on attainment. On entry and autumn data for PP children significantly below cohort data.

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
Improved attendance for PP children - Sept 89%	Attendance back to pre-pandemic levels of 96%
Improved phonic attainment for PP children Yr 1 Autumn 31% Yr 2 Autumn 59%	PP children Yr 1 Phonics 60% Yr 2 Phonic retakes 70%
Improved reading, writing and maths attainment for PP children at Key Assessment points GLD Autumn 8% KS1 Reading Autumn 34% KS1 Writing Autumn 41% KS1 Maths Autumn 45% KS 2 Reading Autumn 32% KS 2 Writing Autumn 14% KS 2 Maths Autumn 32 %	Attainment PP children GLD – KS1 Reading 65% KS1 Writing 65% KS1 Maths 72% KS 2 Reading 60% KS 2 Writing 50% KS 2 Maths 60% By 2024 Data for PP will be in-line with National and pre pandemic levels
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

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: £238,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring scheme	EEF Teaching and Learning Toolkit (One to one tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive	1,4,5
<i>Development of Maths learning using Numicon resource and teaching frameworks</i>	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	1,4,5
<i>Appointments of senior leaders Unqualified Teachers to support SEND/PP children SEND Teaching Assistants</i>	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	1,4,5
<i>Language First and Oracy/Voice 21 Development No More Marking</i>	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	1,4,5
<i>Schools Partnership Programme</i>	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.	1,4,5

<i>Senior member of staff to enrol on Master's Degree Coventry University</i>	EEF Report – 'Effective Professional Development Oct 21 Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice	1,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics 1-to-1 intervention programme</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'	1,4,5
<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'	1,4,5
<i>Additional targeted 1-to-1 and small group intervention.</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'	1,4,5

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

Budgeted cost: £121,904

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	1,4,5
<i>Pastoral Care and Attendance Lead</i>	EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’	2,3,5
<i>Trips and Residential Subsidised Places</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	2,3,5
<i>Before and After-School Provision – Xtra Parkers Subsidised Places</i>	EEF Report – ‘Improving Behaviour in Schools – June 2019’	2,3,5
<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’	3,5
<i>Behaviour, SEND support Lego Based Therapy Zones of Regulation</i>	EEF Teaching and Learning Toolkit (Reducing class size): Reducing class sizes to a level where significant benefit is likely.	1,3,5
<i>Toast, fruit and snacks throughout morning</i>	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	1,2,3,4,5

Total budgeted cost: £461,985

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

