

Pupil Premium Strategy

East Garforth Primary Academy

2017-2018

NOR	271 (13 FS1)
Number and percentage of pupils eligible for PP funding	16.60% (45)
Academy Deprivation Index	0.07%
Nominated member of EAB	Steph Hudson
EAB PP Review dates	October 2017/July 2018
Total Budget allocation	£46,680

Outcomes of Previous Academic year

EYs (GLD)	All 73.5% DV 60% Other 76%
Key Stage 1 Reading	EXS All 79% DV 63% Other 83% GD All 29% DV 25% Other 30%
Key Stage 1 Writing	EXS All 63% DV 38% Other 70% GD All 8% DV 0 Other 10%
Key Stage 1 Maths	EXS All 74% DV 63% Other 77% GD All 37% DV 25% Other 40%
Key stage 2 Reading	EXS All 73% DV 55% Other 78% GD All 15% DV 9% Other 16%
Key stage 2 Writing	EXS All 79% DV 73% Other 11% GD All 8% DV 0 Other 11%
Key stage 2 Maths	EXS All 75% DV 64% Other 81% GD 19% DV 0 Other 24%

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

EYFS

GLD for PP children was 13.5% below all children at 60%, of the 5 children eligible for pupil premium funding 2 did not achieve a GLD

Phonics

Of the 3 children eligible for pupil premium funding, 2 did not achieve the expected standard, this was due to other SEND issues

KS1

Writing for PP children was 25% below all children, however this was a 13% increase on the previous year (2016).

KS2

Reading for PP children was 18% below all children, of the 11 children that were eligible for pupil premium funding 5 were underachieving however this was a 5% increase on the previous year (2016)

Combined was 20% below all children of the 11 children eligible for pupil premium funding 6 were underperforming, 5 in reading , 3 in maths (14 % increase on the previous year 2016) and 2 in writing (23% increase on the previous year 2015)

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	1 (4%)		100%	
Specific intervention need		R,W,M intervention with TA Speech and language	Challenge for R,W,M	
Objective number		1 3	2	
Y1	5 (13%)	40%	60%	
Specific intervention need		Phonics, R,W,M intervention with TA	Challenge for R,W,M	
Objective number		1	2	
Y2	4 (13%)	75%	25%	
Specific intervention need	Phonics 66% R, W, M 100%	Phonics, R,W,M intervention with TA	Phonics, R,W, M intervention with TA	
Objective number		1	1	
Y3	7 (18%)	42%	29%	29%
Specific intervention need		R,W,M intervention with TA	R,W,M intervention with TA	R, W, M Challenge
Objective number		1	1	2
Y4	9 (23%)	33%	67%	
Specific intervention need		R,W,M intervention with TA	R,W,M intervention with TA	
Objective number		1	1	
Y5	7 (17%)	0	71%	29%

Specific intervention need	Intervention		R,W,M intervention with TA	R,W,M challenge
Objective number			1	2
Y6	10 (19%)	20%	80%	0
Specific intervention need		R, W, M Intervention Learning Behaviours	R,W,M Intervention	
Objective number		1 4	1	

Additional Planned Use of Funding (Whole Academy)

- Reading and Maths Early Birds Y6 8.30am
- Third Space Learning for Y6 (Autumn Term) £2388.00
- TA support for classes to deliver interventions
- Accelerated Reader to support and challenge all pupils in the academy £2588.00
- Early Talk Boost speech and language intervention for EYFS £400
- £100 grant for all PP children to support with purchase of uniform and school trips £4500
- Rewards for behaviour £1000
- Access to Extended Services including Behaviour Support, Attendance Officer, Family Support Worker, Counselling service, Educational Psychologist £6800

Action plan

Objective 1 Years: EYFS, 1,2,3,4,5,6,	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective EY	<p>1. Provide intervention for Reading, Writing and Maths for children working below ARE</p> <p>2. Provide challenge and extension for children at Greater Depth</p> <p>3. Provide Speech and Language support through delivery of the Early Talk Boost Programme</p>	£2153 for LSA to spend an hour a day providing 1:1 or small group work with each identified child	44 1 PP child	<p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, moderation activities and pupil progress meetings</p> <p>Class teachers and TA's to deliver SLT to monitor impact</p> <p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations,</p>	<p>Improvement in the percentage of PP children achieving the expected standard in the EYFSP</p> <p>Improvement in the percentage of PP children achieving exceeding in the EYFSP Good or better progress in Communication and Language aspect of the EYFSP</p>

				moderation activities and pupil progress meetings	
Review Term 1	88% predicted to gain GLD				
Review Term 2					
Review Term 3					
Y1	1. Provide intervention for Phonics Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth 2. Provide challenge and extension for children at Greater Depth	£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children	37 5 PP children	Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG	Improvement in the percentage of PP children achieving the expected standard in the Phonics screening test Improvement in the percentage of PP children working at GD at the end of Year 1

				meetings and book scrutiny	
Review Term 1	95% predicted to achieve the expected standard in the Y1 Phonics screening check 80% of PP children predicted to achieve the expected standard				
Review Term 2					
Review Term 3					
Y2	1. Provide intervention for Phonics, Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth	£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children	24 4 PP children	Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny Class teachers and TA's to deliver	Percentage of PP children achieving the expected standard in the Phonics screening resit will improve Percentage of PP children achieving GD will improve

	2. Provide challenge and extension for children at Greater Depth			SLT to monitor impact through lesson observations, RAG meetings and book scrutiny	
Review Term 1	83% predicted to achieve expected standard in Phonics screening resit 100% of PP children expected to achieve the expected standard 75% predicted to achieve expected standard in reading-67% PP New action: HoA to provide further afternoon intervention for targeted group 83% predicted to achieve expected standard in writing-67% PP 88% predicted to achieve expected standard in maths-100% PP				
Review Term 2					
Review Term 3					

<p>Y3</p>	<p>1. Provide intervention for Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth</p> <p>2. Provide challenge and extension for children at Greater Depth</p>	<p>£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children</p>	<p>38 7 PP children</p>	<p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny</p> <p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny</p>	<p>Improvement in the percentage of PP children achieving ARE at the end of Y3</p> <p>Improvement in the percentage of PP children achieving GD at the end of Y3</p>
<p>Review Term 1</p>	<p>68% on track to achieve the expected standard in Reading with 57% PP children 68% on track to achieve expected standard in writing with 43% PP children 61% on track to achieve the expected standard in maths with 57% PP children</p>				
<p>Review Term 2</p>					

Review Term 3					
Y4	1. Provide intervention for Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth 2. Provide challenge and extension for children at Greater Depth	£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children	40 9 PP children	Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny	Improvement in the percentage of PP children achieving ARE at the end of Y4 Improvement in the percentage of PP children achieving GD at the end of Y4
Review Term 1	49% on track to achieve the expected standard in Reading with 22% PP children 71% on track to achieve the expected standard in maths with 44% PP children 67% on track to achieve the expected in writing with 56% PP children				

Review Term 2					
Review Term 3					
Y5	<p>1. Provide intervention for Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth</p> <p>2. Provide challenge and extension for children at Greater Depth</p>	£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children	44 7 PP children	<p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny</p> <p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny</p>	<p>Improvement in the percentage of PP children achieving ARE at the end of Y5</p> <p>Improvement in the percentage of PP children achieving GD at the end of Y5</p>

Review Term 1	67% on track to achieve the expected standard in Reading with 86% of PP children 79% on track to achieve the expected standard in Writing with 71% of PP children 70% on track to achieve the expected standard in Maths with 57% of PP children				
Review Term 2					
Review Term 3					
Y6	1. Provide intervention for Reading, Writing and Maths for children working below ARE Provide challenge and extension for children at Greater Depth	£4307 for LSA to spend approximately 2 hours each day in intervention with targeted children	52 10 PP children	Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny	Improvement in the percentage of PP children achieving combined ARE at the end of Y6

	<p>2. Provide challenge and extension for children at Greater Depth</p> <p>4. Provide Learning Behaviour mentoring through Behaviour support worker</p>			<p>Class teachers and TA's to deliver SLT to monitor impact through lesson observations, RAG meetings and book scrutiny</p>	<p>Improvement in the percentage of PP children achieving GD at the end of Y6</p>
<p>Review Term 1</p>	<p>PP Maths data 20% at ARE with 70% predicted to achieve the expected standard New action: PP Maths booster to be run by teachers during assembly time on Monday using the info gained from 3rd Space Learning Programme PP Reading data 40% at ARE with 80% predicted to achieve the expected standard New action: HoA to provide further afternoon intervention for 90+ scaled score children PP Writing data 80% predicted to achieve the expected standard</p>				
<p>Review Term 2</p>					
<p>Review Term 3</p>					