

East Garforth Primary Academy Pupil Premium Strategy 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

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

What does the data suggest for priorities for the next academic 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	4%		100%	
Specific intervention need			S & L	
Objective number			Phonological awareness	
			Maths	
			1, 2, 3, 5	
Y1	13%	40%	60%	
Specific intervention need		S & L	Inference	
Objective number		Phonological awareness	Reasoning	
		Reading		
		Maths		
		1, 2, 3, 5	3, 5	
Y2	13%	75%	25%	
Specific intervention need		S & L	Inference	
Objective number		Phonological awareness	Spelling	
		Reading fluency	Reasoning	
		Maths		
		1, 2, 3, 5	3, 4, 5	
Y3	18%	42%	29%	29%
Specific intervention need		Reading fluency	Inference	Inference
Objective number		Spelling	Spelling	Spelling
		Maths	Reasoning	Reasoning
		3, 4, 5	3, 4, 5	3, 4, 5
Y4	23%	33%	67%	

Specific intervention need		Reading fluency	Inference	Inference
Objective number		Spelling	Spelling	Spelling
		Maths	Reasoning	Reasoning
		3, 4, 5	3, 4, 5	3, 4, 5
Y5	17%		71%	29%
Specific intervention need			Inference	Inference
Objective number			Spelling	Spelling
			Reasoning	Reasoning
			3, 4, 5	3, 4, 5
Y6	19%	20%	80%	
Specific intervention need		Reading fluency	Inference	
Objective number		Spelling	Spelling	
		Maths	Reasoning	
		3, 4, 5	3, 4, 5	

Additional Planned Use of Funding (Whole Academy)

- Reading and Maths Early Birds Y6 8.30am
- Third Space Learning for Y6 (Autumn Term) £2388.00
- Support staff to support teacher to deliver interventions
- Accelerated Reader to support and challenge all pupils in the academy £2588.00
- Early Talk Boost/Time to Talk 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, Speech and Language: £6800

Objective 1 Speech and Language Years: EYFS, Y1, Y2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
To raise attainment through personalised Speech and Language Intervention	<p>Provide training for EYFS staff to run appropriate intervention</p> <p>Deliver regular 1-1 and small group Speech and Language sessions to children</p>	<p>Staffing: £3,000 Resources and training: £200</p>	<p>Reception – 24 Year 1 – 5 Year 2 – 6</p>	Class teachers and support staff	<p>Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screening</p>
Review Term 1	<p>EYFS staff received appropriate training. EYFS children screened by Speech and Language Therapist</p>				
Review Term 2					
Review Term 3					

Objective 2 Phonics Years: EYFS, Y1, Y2, Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?																				
Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics resit.	Provided targeted support in addition to whole class teaching for individuals and groups. Monitor progress of pupils to identify those at risk of not reaching required standard and review provision.	Staffing: £6,000	Reception – 24 Year 1 – 5 Year 2 – 6	Class teachers and support staff	Increased % reaching standard Increased average score in phonics screening Increased % achieving the Expected standard or Exceeding in Reading ELG at the end of Reception																				
Raise attainment in Reading for LAP Y3 pupils who did not reach the required standard and close gap with others.	Provide targeted support to those pupils who did not reach the required standard to pass the Y2 Phonics re-sit.	Staffing: £3,000	Year 3 - 6	Class teacher and support staff	Increase in Reading Age using the Accelerated Reader Star tests. Increased speed and fluency when reading and decoding																				
Review Term 1	<p>On track to reach the Expected Standard in Phonics:</p> <table border="1" data-bbox="533 1129 1037 1358"> <thead> <tr> <th></th> <th>Sept 2017</th> <th>Dec 2017</th> <th>Jan 2018</th> <th>June 2018 Prediction</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td></td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td>80%</td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table>						Sept 2017	Dec 2017	Jan 2018	June 2018 Prediction	FS2				0	Y1				80%	Y2				100%
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Review Term 2	
Review Term 3	

Objective 3 Reading Years: EYFS, Y1, Y2, Y3, Y4, Y5, Y6,	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?														
To raise attainment through personalised Reading intervention	<p>Provide daily reading 1:1 or in small groups children working below ARE</p> <p>Early Birds for Y6</p> <p>Y2 Phonics and Guided Reading group</p> <p>Y4 Fluency and comprehension group</p> <p>Y6 Sat's questions group</p> <p>Provide challenge and extension for children at MPA and HPA</p>	Staffing: £12,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child	Reception-1 Year 1 – 5 Year 2 – 4 Year 3 – 7 Year 4 – 9 Year 5 – 7 Year 6 -10	<p>Class teachers and support staff</p> <p>Class teachers</p> <p>Head of Academy</p> <p>Head of Academy</p> <p>Head of Academy</p> <p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and greater depth</p> <p>Increased % achieving Expected ELG or Exceeding at end of Reception</p> <p>Increased % reaching Greater Depth</p>														
Review Term 1	<p>On track to reach Expected Standard in Reading</p> <table border="1" data-bbox="533 1134 1200 1209"> <thead> <tr> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>80%</td> <td>67%</td> <td>57%</td> <td>22%</td> <td>86%</td> <td>80%</td> </tr> </tbody> </table>					EYFS	Y1	Y2	Y3	Y4	Y5	Y6	0	80%	67%	57%	22%	86%	80%
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Objective 4 Spelling Years: Y2, Y3, Y4, Y5, Y6,	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?														
<p>Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.</p>	<p>Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.</p>	<p>Staffing: £10,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child</p>	<p>Year 2 – 4 Year 3 – 7 Year 4 – 9 Year 5 – 7 Year 6 -10</p>	<p>Class teachers and support staff</p>	<p>Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests. Reduced number of spelling errors within daily written work.</p>														
<p>Review Term 1</p>	<p>On track to reach the Expected Standard in Writing</p> <table border="1" data-bbox="533 1078 1200 1155"> <thead> <tr> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>80%</td> <td>67%</td> <td>43%</td> <td>56%</td> <td>71%</td> <td>80%</td> </tr> </tbody> </table>					EYFS	Y1	Y2	Y3	Y4	Y5	Y6	0	80%	67%	43%	56%	71%	80%
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Objective 5 Maths	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?														
Years: EYFS, Y1, Y2, Y3, Y4, Y5, Y6,																			
Increase % of pupils achieving ARE, and those working beyond ARE	<p>Provided targeted support, additional Same Day Intervention, pre-teach sessions.</p> <p>Y6 Third Space Learning 1:1 support for 1 term</p> <p>Y6 Early Bird sessions</p>	<p>Staffing: £14,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child</p>	<p>Reception-1</p> <p>Year 1 – 5</p> <p>Year 2 – 4</p> <p>Year 3 – 7</p> <p>Year 4 – 9</p> <p>Year 5 – 7</p> <p>Year 6 -10</p>	<p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and greater depth</p> <p>Increased % achieving Expected ELG or Exceeding at end of Reception</p>														
Review Term 1	<p>On track to reach the Expected Standard in Maths</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>80%</td> <td>100%</td> <td>57%</td> <td>44%</td> <td>57%</td> <td>70%</td> </tr> </tbody> </table>					EYFS	Y1	Y2	Y3	Y4	Y5	Y6	0	80%	100%	57%	44%	57%	70%
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