

## East Garforth Primary Academy Pupil Premium Strategy 2019-20

<b>NOR</b>	261
<b>Number of pupils eligible for PP funding</b>	36 + 2 x EYPP +3 service ch +1x EYFS disability funding
<b>Percentage of pupils eligible for PP funding</b>	16%
<b>Total Budget allocation</b>	£58,980
<b>Academy Deprivation Index</b>	0.07%
<b>Nominated member of AAB</b>	Steph Hudson
<b>AAB PP Review dates</b>	PPG outcomes reported at termly AAB

### Outcomes of Previous Academic year

	All	PP
<b>EYFS (GLD)</b>	79%	N/A
<b>Year 1 Phonics</b>	93%	100%
<b>Key Stage 1 Reading</b>	89%	100%
<b>Key Stage 1 Writing</b>	68%	67%
<b>Key Stage 1 Maths</b>	84%	50%
<b>Key stage 2 Reading</b>	84%	78%
<b>Key stage 2 Writing</b>	88%	78%
<b>Key stage 2 Maths</b>	88%	78%

### Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

## What does the data suggest for priorities for the next academic year?

### EYFS

- Speech and Language
- Fine motor skills
- Emergent writing

### KS1

- Maths – PPG ch do not achieve as well as all ch in maths. Focus on number facts and times tables.

### KS2

- Looking at the combined figures, the match up in combined subjects needs to be tracked and interventions provided to narrow the gap.
- No GD combined for PPG children although 11% GD in reading and writing and 33% in maths – as above – track the match up.

### Behaviour and Attendance

- Attendance for disadvantaged pupils is 93.9% compared with 96.3% for all pupils and 96% nationally
- Persistent absence is 18.8% compared to 7.8% for all pupils and 15.7% nationally

## Current Pupils

	No of ch % Eligible	% L -PA	% M-PA	% H -PA
<b>Early Years</b>				
<b>Specific intervention need</b>	2+1			
<b>Objective number: 1, 2, 3</b>				
<b>Y1</b>		25%	75%	
<b>Specific intervention need</b>	4	Phonics booster x daily Maths x twice a week		
<b>Objective number: 1, 2, 3</b>				
<b>Y2</b>		50%	50%	
<b>Specific intervention need</b>	2	Reading fluency and comprehension Spelling Maths	Reading fluency and comprehension Spelling Maths	
<b>Objective number: 1, 2, 3</b>				
<b>Y3</b>		50% writing 50% maths	87% -reading 50% writing 37% maths	13%-reading 13% maths
<b>Specific intervention need</b>	8	Reading fluency and comprehension Spelling Maths	Reading fluency and comprehension Spelling Maths	Reading fluency and comprehension Spelling Maths
<b>Objective number: 1, 2, 3</b>				

<b>Y4</b>		72% reading 57% writing 43% maths	14% reading 43% writing 57% maths	14% reading
<b>Specific intervention need</b>	7	Reading fluency and comprehension Spelling Maths	Reading fluency and comprehension Spelling Maths	Reading fluency and comprehension Spelling Maths
<b>Objective number: 1, 2, 3</b>				
<b>Y5</b>		22% reading 56% writing 34% maths	56% reading 44% writing 44% maths	22% reading 22% maths
<b>Specific intervention need</b>	9	Reading Writing Maths	Reading Writing Maths SEMH	Reading Writing Maths
<b>Objective number: 1, 2, 3</b>				
<b>Y6</b>		22% reading 44% writing 56% maths	78% reading 56% writing 56% maths	
<b>Specific intervention need</b>	9	Reading Writing Maths Attendance	Reading Writing Maths SEMH	
<b>Objective number: 1, 2, 3</b>				

**Additional Planned Use of Funding (Whole Academy)**

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
£100 grant for all PP children to support with purchase of uniform and school trips	£4000	41 pupils	Finance Manager	All pupil premium children will not be at a disadvantage in regards to school uniform or attendance on school visits
Bug Club to support and challenge all pupils in the academy	£1350	All Academy pupils	Class teachers	All pupil premium children will not be at a disadvantage in regards to access to good quality books and texts
Access to Extended Services including Behaviour Support, Attendance Officer, Family Support Worker, Counselling service, Educational Psychologist, Speech and Language	£6800	All Academy pupils	HoA, SENDCo, DSL,	Access to extra services that can support with additional needs
Rewards for behaviour	£400	All Academy pupils	HoA, Finance Manager, Class teachers	Incentives provided for behaviour, application and completion of work

Objective 1 Years: EYFS, Y1, 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?
<b>Improve the % of children achieving the expected standard or Greater Depth in Writing</b>	Spelling or Phonics intervention groups (1 hour per child per week 3 x 20mins)	Staffing: £13, 260	41 pupil premium children and all LPA children	Middle Leaders, Class teachers and LSA's	Increased % pupils achieving ARE spelling objectives and achieving age-related/greater depth scores on GPS standardised tests. Reduced number of spelling errors within daily written work.
	Targeted GPS intervention groups for ARE and GD		8 pupil premium children		Class teachers
	Y6 Targeted Greater Depth group			Increased % of pupils at ARE +Greater Depth combined standard	
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 2 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?
<b>Improve the percentage of children achieving ARE or Greater Depth in Reading</b>	Provide daily reading 1:1 or in small groups children working below ARE to improve fluency	Staffing: £13, 260	41 pupil premium children and all LPA children	Middle Leaders, Class teachers and LSA's	Increased % reaching the required standard and greater depth
	Y1 Phonics Group	Staffing: £1, 000	All Year 1 pupils	Y1 teacher, LSA and HoA	Increased % of PP and LPA children achieving the Phonics screening standard
	Y6 SAT's Intervention groups	Staffing: £3, 900	All Y6 pupils	Y6 teachers and LSA'S and HoA	Increased % of children achieving ARE and GD
	Y6 Early Bird sessions for identified pupils (8.30am)	Staffing: £1, 000	8 pupils	Y6 teachers	Increased % of children achieving ARE and GD
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 3 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?
Improve the percentage of children achieving ARE or Greater Depth in Maths	Targeted intervention for pupils to achieve ARE or to be challenged to GD	Staffing: £13,260	41 pupil premium children and all LPA children	Middle leaders, Class teachers and LSA's	Increased % reaching the required standard and greater depth
	Y6 Early Bird sessions for identified pupils	Staffing: £1,000	8 pupils	Y6 teachers	Increased % of children achieving ARE and GD
	Y6 Maths after school club	Staffing: £1000	24 pupils including 8 PP	Y6 teachers and EYFS teacher	Increased % of children achieving ARE and GD
Review Term 1					
Review Term 2					
Review Term 3					