

Pupil Premium Strategy

East Garforth Primary Academy

2017-2018

NOR	265 (13 FS1)
Number and percentage of pupils eligible for PP funding	16.23% (43)
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	0			
Specific intervention need		R,W,M intervention with TA	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	3 (13%)	66%	34%	
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%)	55%	34%	11%
Specific intervention need		R,W,M intervention with TA	R,W,M intervention with TA	R, W, M challenge
Objective number		1	1	2
Y5	9 (20%)	0	66%	34%

Specific intervention need	Intervention		R,W,M intervention with TA	R,W,M challenge
Objective number			1	2
Y6	8 (16%)	25%	75%	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
- Third Space Learning for Y6 £2388.00
- TA support for classes to deliver interventions for children below ARE
- Accelerated Reader to support and challenge all pupils in the academy £2588.00
- Early Talk Boost speech and language intervention for EYFS £400
- Behaviour support worker half day
- £100 grant for all PP children to support with purchase of uniform and school trips £4000

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>	£14000	37 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, moderation activities</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>

				and pupil progress meetings	
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
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	£7000	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 meetings and book scrutiny	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

Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Y2	<p>1. Provide intervention for Phonics, 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>	£7000	24 4 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>Percentage of PP children achieving the expected standard in the Phonics screening resit will improve</p> <p>Percentage of PP children achieving GD will improve</p>

Review Term 1	<p>Record any new actions in a different colour</p>				
Review Term 2	<p>Record any new actions in a different colour</p>				
Review Term 3	<p>Record any new actions in a different colour</p>				
Y3	<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>£9300</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</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>

				observations, RAG meetings and book scrutiny	
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

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	£9300	40 10 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	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	<p>Record any new actions in a different colour</p>				
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>	<p>£9300</p>	<p>44 8 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 Y5</p> <p>Improvement in the percentage of PP children achieving GD at the end of Y5</p>
Review Term 1	<p>Record any new actions in a different colour</p>				

Review Term 2	<p>Record any new actions in a different colour</p>				
Review Term 3	<p>Record any new actions in a different colour</p>				
Y6	<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>4. Provide Learning Behaviour mentoring through Behaviour support worker</p>	<p>£14000</p>	<p>50 8 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 combined ARE at the end of Y6</p> <p>Improvement in the percentage of PP children achieving GD at the end of Y6</p>

Review Term 1	Record any new actions in a different colour
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour