

# Pupil Premium Strategy: Ebor Gardens Primary Academy

## Vision Statement /Intent Statement

This action plan sets out Ebor Gardens Primary Academy’s approach to raising the attainment of our disadvantaged students to ensure all pupils are able to reach their full potential. At Ebor Gardens, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond school.

It is important to note, that in addition to using a range of initiatives to ensure the excellent academic achievement of our disadvantaged pupils, we also believe that we have a moral purpose to provide opportunities for pupils to grow emotionally and socially, as well as placing a high value on their well-being and happiness. We believe that it is extremely important to prepare our pupils to become valuable contributors to our society.

## 1. Summary information

<b>School</b>	Ebor Gardens Primary Academy				
<b>Academic Year</b>	2019-21	<b>Total PP budget</b>	£247,272	<b>Date of most recent PP Review</b>	26/1/21
<b>Total number of pupils</b>	367	<b>Number of pupils eligible for PP</b>	(48%)	<b>Date for next internal review of this strategy</b>	

## 2. Current attainment

	18/19	<i>Pupils eligible for PP (your school) (Results from Autumn 2 test data before lockdown.)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	31%	11%	65%
<b>% achieving ARE in reading</b>	38%	39%	73%
<b>% achieving ARE in writing</b>	66%	37%	78%
<b>% achieving ARE in maths</b>	14%	26%	79%

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## Main internal and external barriers:

- Low Attendance and high Persistent Absentees
- Vulnerable families and pupils with emotional and social needs
- School readiness (low academic baselines on entry, socially and emotionally ready)
- Delayed language and vocabulary skills (speaking & language skills)

3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<p><b>A.</b></p> <ul style="list-style-type: none"> <li>• Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions</li> <li>• To continue to develop effective interventions programs in Literacy and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• QFT as identified by leaders</li> <li>• Staff demonstrate a skill-set in accelerated progress.</li> <li>• Phase approach to same day and specialist intervention.</li> <li>• Same day interventions demonstrating progress</li> <li>• End of KS2 data at or above national</li> <li>• Assessment Lead and Phase Leaders track and plan for pupil progress half termly in RAP meetings</li> <li>• RAP meetings highlight PPG children</li> <li>• CPD for Teachers and TAs</li> <li>• Staff tutoring for Y6 children during their SATs prep and examinations.</li> </ul>	
<p><b>B.</b></p> <ul style="list-style-type: none"> <li>• Children starting school with development below typical for age make rapid improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Children making 2 jumps in band progress over a 12 week period. E.g. 30-50 Beginning to secure.</li> <li>• By the end of EYFS, all PP children to have made equivalent or more progress than their peers.</li> <li>• Wellcome assessments show rapid progress in language development.</li> <li>• Increase in number of pupils achieving ELG in 'Speaking' at the end of EYFS</li> <li>• Increase number of pupils achieving GLD</li> <li>• Children are able to use age appropriate vocabulary.</li> <li>• Children are able to form links with adults and follow instructions.</li> </ul>	

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C.	<ul style="list-style-type: none"> <li>● Reduce the number of children recorded as late after register and persistent absentees</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance was at least 96% before lockdown and increasing to a target of 97%</li> <li>● Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures.</li> <li>● Rigorous tracking of attendance</li> <li>● Key children identified and receive targeted support arrange by/from the Attendance Officer.</li> <li>● Increased parental engagement in parent sessions to strengthen support offered to vulnerable families</li> <li>● Training for Family Support Worker, Attendance Officer and Inclusion Worker.</li> <li>● Cluster involvement is requested where needed.</li> </ul>
D.	<ul style="list-style-type: none"> <li>● A reduction in behaviour incidents at playtimes</li> <li>● A reduction in disruption within learning time.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased playtime adult ratio</li> <li>● Rigorous monitoring behaviour incidents.</li> <li>● Staff trained and supporting target children at unstructured times</li> <li>● Increased levels of play and interaction on the playground</li> <li>● Magic Breakfast scheme in place (children ready to learn – basic needs met)</li> <li>● Quality playground resources available</li> <li>● Thrive subscription and training</li> <li>● Low level disruption eliminated</li> <li>● Active learning strategies applies consistently</li> <li>● Improved outcomes at KS1 and KS2 due to due to increased pupil engagement with learning (in line with FFT)</li> </ul>
E.	<p>Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes</p>	<ul style="list-style-type: none"> <li>● Pupils identified for SEMH support through effective assessment</li> <li>● SEMH interventions in place (inclusion team/THRIVE practitioners)</li> <li>● Improved SEMH provision for targeted pupils leads to improved self-esteem and social skills</li> <li>● Reduce Fixed Term Exclusions and pupils missing out on education</li> <li>● More active involvement with Cluster Support.</li> </ul>
F.	<p>Enhanced SEND staffing, training and resourcing</p>	<ul style="list-style-type: none"> <li>● EVAC training</li> <li>● Physiotherapy training</li> <li>● EAL consultancy work</li> <li>● Occupational Therapist</li> </ul>

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		<ul style="list-style-type: none"> <li>● Lexia training</li> </ul>		
G.	Positive choices for learning	<ul style="list-style-type: none"> <li>● Behaviours for learning</li> <li>● Good work ethic</li> <li>● Homework participation</li> </ul>		
<b>4. Expenditure and Evaluation (Impact)</b>				
<b>i. Quality of teaching for all (A&amp;B)</b>				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Costing Per Year	Progress & impact
<p>A. Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions</p> <p>To continue to develop effective interventions programs in Literacy and Maths</p>	<ul style="list-style-type: none"> <li>● QFT led by skilled TAs and Teachers</li> <li>● Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments</li> <li>● Chromebooks in all Classrooms</li> <li>● Chrome Books trolleys and computer set up to support blended learning during periods of isolation.</li> <li>● Same day intervention in identified areas.</li> <li>● Training in Talk Strategies for EYSF staff</li> <li>● Training in Listening Strategies for EYSF staff</li> </ul>	<p>QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months– EEF) EEF PPG report linked to tier 1 of supporting new teachers. CPD.</p>	<p><b>£16,000 – computers</b></p> <p><b>Phase Leaders – difference between class teacher and MPS x3 £15,000</b></p>	<p>During the lockdown we have given Chrome Books out to families that have no device. The need has been greater than the Government allocation and therefore we have needed Chrome books from school stock. <i>(84 government allocated devices - additional 19 class-based chromebooks to date)</i></p> <p>As a school we have had regular disruption to our internet and this has needed Primary ICT support often. In planning for the next year we may need to invest in the ICT infrastructure.</p> <p>Lexia (3 year subscription) has been purchased and pilot due to start Feb 2021.</p> <p>Speech interventions using NHS toolkit resources and Wellcom (EYFS) in place for 19 children.</p>

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				Whole class Talking and Listening strategies in place in Reception - impact has been disrupted due to lockdown.
B. Children starting school with development below typical for age make rapid improvements	<ul style="list-style-type: none"> <li>Regular RAP plans focusing on closing the gaps</li> <li>Rigorous baseline assessment to identify gaps</li> <li>Phonics assessments at regular intervals</li> <li>Speech and Language assessed and targeted from baseline assessment.</li> <li>Wellcoms S&amp;L assessments taken and used to inform teaching</li> <li>NHS Speech Sound assessments taken and used to inform teaching</li> <li>Speech and language are involved promptly after needs are assessed</li> </ul> <p><b>Additional Staffing</b> Increase adult support to lead interventions in Key Stages</p> <ul style="list-style-type: none"> <li>Additional apprentice in EYFS</li> <li>HLTA in each Key Stage</li> <li>Graduate Trainees in KS1 and UKS2</li> </ul>	<ul style="list-style-type: none"> <li>Large amount of children baselines as 22 – 36 months.</li> <li>Additional capacity maintains high level of staffing in all classes and offers additional capacity to support additional intervention.</li> </ul>	<p><b>HLTA x 2 (£32,000)</b></p> <p><b>Graduate trainees x 2(80%) (£36,800)</b></p>	<ul style="list-style-type: none"> <li>PIRA and PUMA testing has offered accurate baselines which we have been able to use for RAP planning and for targeting interventions. Staff have a good understanding of how to use the data through development.</li> <li>Speech and Language screening has identified referrals for 20 children for further assessment.</li> <li>Wellcom interventions in place in EYFS since Nov 2020 - progress to be monitored again Feb 2021.</li> <li>Targetted phonics interventions resulted in Y2 achieving 73% in their KS1 Phonics screening test (taken late due to COVID)</li> <li>Having an HLTA in each key stage and additional trainees has allowed us to avoid using costly supply. This has also maintained stability for the children as they know the staff that we have used.</li> </ul>
				<b>Total budgeted cost: £99,800</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Costing	Progress & Impact
C. Reduce the number of children recorded	<ul style="list-style-type: none"> <li>Attendance is at least 96% and increasing to a target of 97% (before lockdown)</li> </ul>	<ul style="list-style-type: none"> <li>Information gathered from leaders shows</li> </ul>	Cluster cost £10,000	<ul style="list-style-type: none"> <li>Due to closely following a more rigorous policy, and using support from the</li> </ul>

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<p>as late after register and persistent absentees</p>	<ul style="list-style-type: none"> <li>● Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures.</li> <li>● Rigorous tracking of attendance</li> <li>● Cluster to become involved if a pattern of poor attendance is identified.</li> <li>● Attendance Awards and Rewards</li> </ul>	<p>that there is a need for improved attendance</p> <ul style="list-style-type: none"> <li>● Learning from best practice and research released by EEF and case studies for improving attendance in schools</li> </ul>	<p>Attendance Lead wage (£15,000)</p> <p>Family Support worker - £36,000</p>	<p>cluster, our attendance from September 2019- March 2020 was 96%. This year it continues to rise and before lockdown our attendance was 96.9% (whole school) and 96% (PP).</p> <ul style="list-style-type: none"> <li>● Our persistent absenteeism fell from 16% to as low as 8%. However, due to the lockdown this push on increasing attendance and reduced PA will have to continue into this year, and beyond.</li> </ul>
<p>D. A reduction in behaviour incidents at playtimes</p>	<ul style="list-style-type: none"> <li>● Increased playtime adult ratio</li> <li>● Inclusion team/Phase Leaders monitoring behaviour incidents rigorously</li> <li>● Support staff trained and supporting target children at unstructured times</li> <li>● Increased levels of play and interaction on the playground</li> <li>● Magic Breakfast in place at 8:30 as learning starts ensuring basic need met.</li> <li>● Quality playground resources available</li> <li>● All adults on duty to interact with groups of children.</li> <li>● Thrive training for Pastoral team.</li> <li>● Cover Supervisor / Sports Coach to develop roles and responsibilities of all staff and pupils during unstructured times.</li> </ul>	<ul style="list-style-type: none"> <li>● Recorded behaviour incidents in playground are high.</li> <li>● Playground incidents have resulted most of our fixed term exclusions.</li> <li>● Lesson time is routinely lost due to dealing with incidents at break and lunchtimes.</li> </ul>	<p>EYFS – Outside equipment</p> <p>Magic breakfast cost (£3,000)</p> <p>Lunchtime supervisors – (£34,000)</p> <p>Breakfast club staffing – (£12,000)</p> <p>Rewards – (£11,000)</p>	<ul style="list-style-type: none"> <li>● Due to lockdown Thrive training is happening later than expected. We do have a trained practitioner who has been making use of the thrive subscription by doing assessments and individual sessions with identified pupils.</li> <li>● SENCO is undergoing Thrive training and further group and individual assessments are being done as part of this.</li> </ul>
<p>E. Family support for nurture,</p>	<ul style="list-style-type: none"> <li>● Targeted support for pupils identified for SEMH support</li> </ul>	<ul style="list-style-type: none"> <li>● Information gathered from leaders shows that</li> </ul>	<p>Cluster (£10,000)</p>	<ul style="list-style-type: none"> <li>● Added SENCO capacity has had a significant impact. There is now time to</li> </ul>

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behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes	<ul style="list-style-type: none"> <li>● Positive links with families</li> <li>● Sessions to enable parents to support children with home learning</li> <li>● SEND and vulnerable groups parents meetings.</li> <li>● More active engagement with Cluster Support</li> <li>● Appoint a school based SENCO</li> </ul>	there is a need for a family approach to inclusion (parental engagement +3 months – EEF) ● Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF)	Learning mentor (£10,000)  SENCO – (£30,000)	work on whole school initiatives rather than having to focus on individual children. SENCO time has also been used to liaise and work alongside SEN partners (e.g.OT and ED Psych). <ul style="list-style-type: none"> <li>● Cluster involvement (1:1 counselling, Family Practitioners and Early Help support)</li> <li>● Parent meetings have not happened due to Covid restrictions</li> </ul>
F. Enhanced SEND staffing, training and resourcing	<ul style="list-style-type: none"> <li>● Additional investment in school based SENCO</li> <li>● Occupational Therapist offering specialist support</li> <li>● Educational Psychologist involvement</li> <li>● SALT involvement</li> </ul> Lexia (3 year contract) purchased Thrive training	Average SEND in Primary Schools -14.9%  SEND in Ebor Gardens – 19%	OT – £4,000 SALT - £4,000 Ed Psych - £2000 Thrive training -£1500	<ul style="list-style-type: none"> <li>● OT has carried out individual assessments and worked alongside Nursery, Y1 and Y4 staff on motor skills programmes to support development. This is a longer term strategy so impact will be seen in the future.</li> <li>● Vocabulary development training attended by key staff, informing interventions and classroom practice.</li> </ul>
				<b>Total budgeted cost:</b>  £ 172,500
<b>iii. Other approaches (G)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Costing</b>	<b>Progress &amp; Impact</b>

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<p>G. Positive choices for learning and life promoted</p>	<ul style="list-style-type: none"> <li>● Investment in Class Dojo rewards system</li> <li>● Mental Health support</li> <li>● Investment into Cluster support that is available to the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Large amount of dysregulation within classes</li> <li>● Low self-esteem.</li> </ul>	<p>Rewards - £3000</p>	<ul style="list-style-type: none"> <li>● Dojo shop set up and children are enjoying working towards choosing the rewards.</li> </ul>
				<p><b>Total budgeted cost: £ 275,300</b></p>

### Total Planned Expenditure

i.	Quality Teaching for all	£99800
ii.	Pastoral Support	£172500
iii.	Other approaches	£3000
Total		<b>£275,300</b>