

# Pupil premium strategy statement – Easington Academy

This statement details our school's use of pupil premium (and the recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Easington Academy
Number of pupils in school	797
Proportion (%) of pupil premium eligible pupils	35.93%
Academic year/years that our current pupil premium strategy plan covers	–2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	N Falconer
Pupil premium lead	Y Thorez
Governor / Trustee lead	E Milne

## Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2023/24	£334,617
Covid Recovery Premium 2023/24	£79,074
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£413,691

# Part A: Pupil premium strategy plan

## Statement of intent

Easington Academy supports disadvantaged pupils in all areas of their education from the moment that they arrive in school. In September 2024, 38.3% of students are classed as disadvantaged. However, 71% of our pupils live in the top 2 quintiles of the most deprived postcodes in the UK. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. We support our pupils' physical and mental health and wellbeing, removing barriers to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Disadvantaged pupils may face many and complex barriers during their education which make effective learning very difficult. Some pupils have very specific, individual needs and others have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (eg text books / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil Premium and Recovery Premium Funding contribute to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place for independent study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1 to 1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concerns and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes

- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Our assessments and observations indicate that the education, wellbeing and regular attendance of many of our disadvantaged pupils have been impacted by the pandemic and school closures, to a greater extent than for other pupils. These findings are supported by national studies.

Through our observations and discussions with pupils and families, we know that many pupils struggle with social and emotional issues and heightened anxiety and that this has been significantly exacerbated by school closures during 2019-2021.

Challenge number	Detail of challenge
1.	Our internal data shows that some pupils struggle to attend regularly, some are often late, and some are persistently absent (exacerbated by the pandemic)
2.	Some students struggle to manage their behaviour (exacerbated by the pandemic)
3.	Some students need extensive pastoral support for a variety of reasons (exacerbated by the pandemic)
4.	Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5.	A higher proportion of disadvantaged students are below their chronological reading age, meaning they struggle to access subjects across the curriculum and their wellbeing is also affected
6.	Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7.	All pupils need the highest quality of teaching in every classroom. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
8.	Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.

	Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, and this needs constant re-enforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.
9.	Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10.	Some students lack access to the internet and the use of computers to support their studies.
11.	Some students lack space to study with adult support
12.	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13.	School uniform can cause significant challenges for some families.
14.	Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers (exacerbated by the pandemic)
15.	Some pupils need additional personal development so that they have the resilience to cope with every day challenges, form strong, positive relationships and are ready emotionally for key transitions (exacerbated by the pandemic)
16.	Narrowing the attainment gap.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils who are disadvantaged achieve well and at least in line with national averages at the end of Key Stage 4	A8/P8 scores will be in line with national averages
Disadvantaged students' attendance will improve and be at or above the national average.	Average attendance of disadvantaged cohort is in line with the national average or above.
There will be a reduction in permanent exclusions	PEX figures will show a reduction.
Disadvantaged students will have improved reading ability through successful interventions	A larger proportion of disadvantaged pupils will be reading in line with their chronological age.

Disadvantaged students will be 'transition ready' and will progress to destinations in line with their aspirations	All students will have transition plans in place in line with career development strategy and their own aspirations.
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## Activity in this academic year

This details how we intend to spend our pupil **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD  EEF guide to improving working memory EEF : Metacognition and Self Regulated Learning	5,7,9
Staffing costs to provide coaching support and lead professional development.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	5,7
Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.  Visits to a main feeder primary to work with Y6 pupils prior to transition, will be undertaken, to enhance teacher's understanding of prior knowledge in order to plan the curriculum effectively in the next key stage and make amendments as needed.	EEF : Effective Professional Development  EEF: Teaching and Learning Toolkit  Ofsted: Subject Curriculum research reviews	5,7,15, 16
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that	EEF: Preparing for Literacy	5,7,9,15, 16

pupils are able to access the full curriculum and articulate their understanding.	EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	
Learning resources: Expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and Maintenance of online learning platforms for pupils to support learning (POD and Easi)	EEF: Teaching and Learning Toolkit  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1, 4, 15, 17
Recruitment and retention of specialist staff in English and maths to support improved progress and attainment.  <ul style="list-style-type: none"> <li>Recruitment costs</li> <li>Staffing costs</li> <li>ECF programme</li> </ul>	EEF guide to pupil premium – effective teacher in front of every class	

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £154,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	4, 6, 7, 9, 16

<p>Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.</p> <p>Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning. (This is a whole school priority that encompasses all pupils)</p>		
<p>In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged as appropriate.</p>	<p>EEF : Teaching and Learning Toolkit - One to one tuition &amp; Small Group Tuition</p>	<p>5,7, 9,17</p>
<p>Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas.</p> <p>Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the learning mentors in The Hub and academic reading in all subjects (via subscription).</p>	<p>EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools</p>	<p>7, 9, 12, 15, 17</p>
<p>Targeted reading intervention programme supported NGRT tests.</p> <ul style="list-style-type: none"> <li>Battery of tests conducted by RS colleagues</li> <li>Small group phonics and reading comprehension interventions delivered by Assistant SENDCO and Lead Learning Mentor.</li> <li>Reading Ambassador Programme</li> </ul>	<p>EEF : Teaching and Learning Toolkit -peer tutoring, small group work, reading comprehension</p> <p>EEF Secondary Literacy Guidance p30</p>	<p>5,6,7,16</p>
<p>To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.</p>	<p>EEF : Mentoring</p>	<p>5, 6, 10, 11</p>
<p>To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.</p>	<p>EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools</p>	<p>6,7,9,17</p>
<p>Provision and deployment of teaching assistants appropriately is essential to supporting learning ‘in the moment’ and being able to respond to pupils who need additional support to keep up and catch up.</p>	<p>EEF: Making Best Use of Teaching Assistants</p>	<p>4,5,6,7</p>
<p>Provision and staffing of safe spaces available for targeted children throughout the day.</p>	<p>NFER: Recovery during a pandemic</p>	<p>3,5,6,11</p>

Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of school nurse, counsellor and non-teaching Year Managers	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	3,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium – use of wider strategies relating to non-academic barriers	1
Attendance intervention programme to work with families to reduce absence of pupils who struggle to attend regularly.	EEF: Guide to Pupil Premium	1
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours  EEF :Improving Behaviour in Schools	2,3,6
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement)  Provision of bespoke fitness activities for identified pupils to engage with sports and improve their health and fitness through our Sports Hub.	EEF: Improving Social and Emotional Learning in Primary Schools  EEF: Guide to the pupil premium EEF: Healthy Minds  DFE: Promoting and supporting mental health and wellbeing in schools and colleges	3,5, 14
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons.  Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.	EEF: Guide to the pupil premium	12,14



Support for parents to become engaged with their children's learning through Easi system, information meetings, interactive workshops and online learning platform	EEF: Parental Engagement	4,6,88
School Nurse and Wellbeing Officer	EEFV Guide to Pupil Premium	6,14

**Total budgeted cost: £ 413,691**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil premium students made more rapid progress than non-disadvantaged students.

Almost every student involved in the Reading Ambassador made excellent progress, reaching or exceeding their chronological age.

All pupils have progressed to post-16 education, employment or training in line with their career aspirations.

Ebacc entries and attainment have significantly increased for disadvantaged students.

Outcomes for pupil premium students improved significantly for 4+ and 5+ in both English and mathematics.

The deployment of pupil premium funding has been utterly crucial in supporting our pupils post-pandemic.