



Pupil Premium Strategy / Self Evaluation – Eastfield Primary School

1. Summary Information					
School Name	Eastfield Primary School				
Academic Year	2020-2021	Total PP Budget	1345 2345 LAC £63,870	Date of most recent PP review (if applicable)	n/a
Total number of pupils	356	Number of pupils eligible for PP	46	Date of next internal review of this strategy	July 2021

2. Current attainment and attendance (2019 data)		
	Pupils eligible for PP (10 children)	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	70%	71%
Progress measure for Reading	4.51	0.32
Progress measure for Writing	2.05	0.27
Progress measure for Maths	2.93	0.37
% absences	3.6% (whole school)	4%
% persistent absenteeism	6.1% (whole school)	8.2%

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Social and emotional issues
B.	Behaviour issues
C.	Progress and attainment of Pupil Premium children who are also SEND
D.	The number of Pupil premium children achieve ARE and GD
E.	Progress and attainment of Pupil Premium children v non-pupil premium
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
1	Poor attendance
2	Limited enrichment opportunities
3	Regular meals and balanced diet

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Improve the quality of teaching for PP pupils through coaching of teachers early in their teaching career	Pupils will have high quality teaching each day at school.
B.	Pupils enjoy positive self-image and emotional wellbeing as seen through pupil voice, behaviour logs, pupil progress and attainment	Pupils feel happy, are safe and secure. Social/emotional issues are not a barrier to learning. Support is available for pupils who require it, and this support is effective in making a tangible difference.
C.	Pupils behaviour and attitudes to learning are consistently positive (leading to increased progress and attainment)	Pupils engage well in lessons and with wider school life, showing consistent effort. Access to a range of enrichment opportunities.
D.	Increase the progress and attainment of Pupil Premium children who are also SEND, as seen through formative and summative data	Pupils make progress and attain at least as well as non-eligible pupils nationally
E.	Increase the percentage of Pupil Premium children achieving ARE across the school	Formative and summative data shows all pupils are on track to achieve ARE
F.	Increase the progress of Pupil Premium children in each year at school to ensure it is in line with non-Pupil Premium	All pupil premium children make at least expected progress in year and across a key stage
G.	Effective use of accurate assessment information supports pupil progress for eligible pupils, as seen in lesson observations, pupil progress meetings	Eligible pupils are taught well, with a range of strategies at wave 1,2 and 3 to ensure progress in year and across a key stage

6. Planned expenditure					
The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Coaching of teachers early in teaching career	Teachers early in their career are effective at promoting learning in their classrooms	Pupils eligible for PP funding will received high quality first teaching	CPD plans for staff early in their careers which will include scheduled coaching sessions	Lauren Newson	Review CPD plans each term and pupil progress data
Development of feedback policy and coaching in feedback	All teachers and support staff give pupils effective feedback which promotes learning	Development of whole school feedback policy with a focus on the feedback given to PP pupils. This means that pupils in the classes where feedback interventions were	CPD plans for staff and monitoring followed by support ongoing over the year/three years	Mel Evans and Ashley Girt	Book scrutiny and reviews each half term

		provided made, on average, 8 months' more progress than similar pupils in other classes.			
Development of metacognition approach in classrooms and coaching of staff in enabling this	Staff understand how to promote pupil engagement in their learning. Pupils learn how to drive their own learning needs and evaluate their success and next steps	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	CPD plans for staff and monitoring followed by support ongoing over the year/three years	Mel Evans and Ashley Girt	Book scrutiny and reviews each half term Pupil discussions termly Staff discussions termly
Increase the percentage of pupils (including those eligible for PPG) who achieve ARE and Greater Depth Standard in writing Improve writing outcomes and progress from starting points for all pupils, including those eligible for Pupil Premium Increase the percentage of pupils eligible for PPG who achieve ARE and Higher Standard (Greater Depth)	Vocabulary project – whole-school CPD Collaborative approaches for writing. Pupil progress meetings, performance management, new assessment system	Impact based on research of social background being an indicator of future achievement and wellbeing. Depth of understanding of vocabulary is linked to this. Editing and improving writing is requirement of the NC, and the pupils would benefit from a consistent, whole-school approach to this. The school must ensure that all pupils, including those who need further support or extension, including PPG pupils, are highlighted if they go off-track.	SLT to deliver this writing training to all teachers. Support from MAT Lead teacher for new English leader This work will be delivered and evaluated through a coaching method alongside teachers. Termly pupil progress meetings. PPG pupils a focus for CDP, observations, e.g. through vocabulary project and other monitoring and evaluation activity	SLT	Across the 6 CPD sessions, through work sampling and other methods. In line with SDP. In line with SDP.
Total Budgeted Cost					£ Total: £26,000

					TA support time 1 day per class= £16,000 Cover and additional staffing for CPD= £10000
ii.Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Reduced social and emotional issues Improved behaviour and emotional wellbeing for pupils eligible for PPG + Pupils are emotionally literate and enjoy good mental health, impacting positively on relationships and academic performance	Art therapy for 2 pupils ELSA group	The sessions are very beneficial and have far-reaching implications for the wellbeing of these pupils at home and in school. ELSA content is proven when delivered well to have long-term benefits to pupils with additional emotional needs. See	Art therapy is delivered by a trained specialist. They liaise with family and staff as appropriate	SENDCo	Termly evaluation from specialist. Incidental, through feedback, as appropriate.
Increase the progress and attainment of Pupil premium children including those who also have SEND	Targeted interventions through pupil progress meetings Effective interventions with proven impact.	New data measures introduced in the school to support impact of interventions.	All interventions for pupils with SEND have new start and end data to demonstrate impact. Training and observation will ensure staff are skilled in planning, delivering and assessing their work. SLT, inc SENCO, support staff in identifying and supporting pupils appropriately	SENDCo	Termly, through pupil progress meetings. At the start and end of interventions.
Total Budgeted Cost					£ Total: £30,000

					ELSA, Art therapist and play therapist, TA intervention groups
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged	Supplement the cost, where appropriate, of some extra-curricular/enrichment activities before and after school club in school	Pupils who are eligible for PPG may not have access to these enriching experiences without additional financial input.	SLT and Office manager will approve the use of PPG to subsidise costs by assessing the benefits of such action on a case-by case basis	Headteacher/SLT and office manager	Termly activity log with feedback from teachers
To increase the Parental engagement and involvement in pupils learning	For parents of pupils eligible for PP funding to receive emails and newsletters from school and be able to speak to staff – class teachers/SENDCOs and SLT as needed to ensure maximum support for pupils	Positive parental engagement will have an impact long term on pupils attitudes to learning and their success in education for life	SLT will audit PP parents engagement with school and discuss with this group of parents what further support they would like	Headteacher/SLT	Termly feedback from teachers about effectiveness of communication with parents. Termly feedback from parents about effectiveness of support from school
Total Budgeted Cost					£7,000

3. Review of expenditure for 2020 2021

The greatest focus this year has been on pupils pastoral and emotional well being.

Communication with parents has improved through the use of email, texts, the school website, phone calls and face to face interaction.

The SENDCO has worked effectively with parents of pupils with SEN and eligible for PP to ensure that the pupils are well cared for and parents are informed of work being done. A more bespoke pastoral plan has been created for children and groups of children including pastoral group support, support at after school clubs, breakfast club and lunch time club support. As a result of this, the emotional well being of these pupils has improved and these children have started to flourish.

Music lessons have been provided for some of the PP children in KS2 and these will continue next year, with the hope that some children will pass violin exams.

The quality of teaching and learning in classes has improved and as a result of coaching and development of pupils evaluative skills the children are now beginning to review their own learning and set their own learning goals. This use of metacognition needs to be developed further next year to ensure pupils are empowered to lead their own learning.

Whilst pupils eligible for PP have made good progress over a challenging year, too few are working ahead of their age related expectations and the gaps between them and their peers at times remains large. Insufficient pupils eligible for Pupil Premium funding have left school work at age related expectations in reading, writing and maths. This must be a continued focus area for improvement next year.

Attainment and progress Y6 2021

	Non PP pupils attainment	PP pupils attainment	Non PP pupils progress	PP pupils progress
Reading	81%	62.5%	7.4 steps	7.3 steps
Writing	54%	50%	6.6 steps	6.8 steps
Maths	67%	50%	6.1 steps	7.2 steps
Combined	52%	38%		