

# Pupil premium strategy statement- Eastfield Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Eastfield Primary School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tim Gilbert Headteacher
Pupil premium lead	Jenny Pratt Deputy Headteacher
Governor / Trustee lead	Helen Smith Chair of Local Advisory Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,560.00
Recovery premium funding allocation this academic year	£6525.00
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	£77085.00

# Part A: Pupil premium strategy plan

## Statement of intent

We ensure that teaching and learning opportunities meet the needs of all pupils. Appropriate provision is made for pupils that belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This will be through whole school monitoring of data, assessments and discussions with the class teacher. We recognise that not all pupils that receive Pupil Premium funding will be socially disadvantaged.

Pupil Premium funding at Eastfield provides opportunity for staff to develop their teaching, ensuring quality first teaching impacts on the needs of children. Some children may require targeted support through intervention or access to a programme specific for their need. We take a flexible approach at Eastfield to respond to the unique child, recognising that their physical, social and emotional needs are met. At Eastfield we recognise the importance creativity has on a child's ability to succeed in the world of education and employment. A child has to develop skills to respond to a range of situations; investing in enrichment opportunities supports Eastfield Character Counts.

The needs of disadvantaged children at Eastfield are regularly reviewed by the class teacher and Pupil Premium Lead. After review, provision is implemented. This cycle of review is integral in ensuring that the premium is having the desired impact on learning, wellbeing and success for all.

## Challenges

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

Challenge number	Detail of challenge
1	The number of Pupil Premium children achieving ARE and GD
2	Progress and attainment of Pupil Premium children v non-pupil premium
3	Social and emotional
4	Poor attendance
5	Limited enrichment opportunities
6	Progress and attainment of Pupil Premium children who are also SEND
7	Medical needs

## 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
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.
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.
Pupils show resilience both in and out of the classroom leading to increased progress and attainment. Teachers are applying research into their practise using metacognitive approaches.	Pupils engage well in lessons and with wider school life, showing consistent effort. Through TRGs, metacognition is visible in each classroom. Conflict resolution on the playground is supported by peer-to-peer model. Access to a range of enrichment opportunities and a broadening of cultural awareness.
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.
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.
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.
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.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching of teachers early in teaching career.	Pupils eligible for PP funding will received high quality first teaching.	1,2
Development of feedback policy and coaching in feedback.	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 provided made, on average, 8 months' more progress than similar pupils in other classes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2
Development of metacognition approach in classrooms and coaching of staff in enabling this.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a>	1,2
Improve writing outcomes and progress from starting points for all pupils, including those eligible for Pupil Premium.	Impact based on research of social background being an indicator of future achievement and wellbeing. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years#nav-recommendation-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years#nav-recommendation-1</a>	1,2
Increase the percentage of pupils eligible for PPG who achieve ARE in reading.	Depth of understanding of vocabulary is linked to this. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-recommendation-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-recommendation-1</a> 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	1,2

	extension, including PPG pupils, are highlighted if they go off-track.	
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## Targeted academic support

Budgeted cost: £39,525

	Evidence that supports this approach	Challenge number(s) addressed
Increase the progress and attainment of Pupil premium children including those who also have SEND.	New data measures introduced in the school to support impact of interventions.	6
Tutoring- Teacher to cover interventions whilst HLTA covers 2x 30 min sessions Additional HLTA to cover class. Time out for teacher to plan and prep. Tracking proforma recording who is having intervention, when where, what and impact.	<a href="https://www.eef.org.uk/primary/attainment-gap-reports">Impact of Covid-19 disruptions in primary schools: attainment...   EEF (educationendowmentfoundation.org.uk)</a>	1,2

## Wider strategies

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#nav-recommendation-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#nav-recommendation-1</a>	3,1,2

relationships and academic performance.		
To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged.	<p>Pupils who are eligible for PPG may not have access to these enriching experiences (what?) without additional financial input</p> <p>Breakfast club</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5
To increase the Parental engagement and involvement in pupils learning.	<p>Positive parental engagement will have an impact long term on pupils' attitudes to learning and their success in education for life</p> <p>Website</p> <p>Kate Brown's time- calling parents</p> <p>Kyla's cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?</a></p>	3
Commando Joes (3 year programme)	<p>Building children's characteristics, life skills and mindset through their RESPECT programme. RESPECT stands for Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills?">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills?</a></p>	1,2,3,5

**Total budgeted cost: £ 76,560**

## 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 2020 to 2021 academic year.

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.