# Pupil premium strategy statement- Eastfield Primary School

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Eastfield Primary School |
| Number of pupils aged 4+ | 355 |
| Proportion (%) of pupil premium eligible pupils | 13.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 year |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Tim Gilbert  Headteacher |
| Pupil premium lead | Jenny Pratt  Deputy Headteacher |
| Governor / Trustee lead | Christine Comber  Chair of Local Advisory Board |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £67,865.00 |
| Recovery premium funding allocation this academic year | £1776.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £69,641.25 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Eastfield, 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 if 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.

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| 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.

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| 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 non-SEND 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: £30,500

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| 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.  -HLTA and or supply cover for staff to develop coaching  [https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning-toolkit](https://educationendowmentfoundation.org.uk/%20education-evidence/teaching-learning-toolkit) | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation> | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years#nav-recommendation-1>  Depth of understanding of vocabulary is linked to this.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-recommendation-1>  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. | 1,2 |
| Increase the percentage of pupils eligible for PPG who achieve ARE in reading. | 1,2 |

**Targeted academic support**

Budgeted cost: £20,400

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|  | 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- External teacher to deliver bespoke writing intervention for targeted children in Y4-6.  -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. | [Impact of Covid-19 disruptions in primary schools: attainment… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/covid-19-disruptions-in-primary-schools-attainment-gaps-and-school-responses?utm_source=/projects-and-evaluation/projects/covid-19-disruptions-in-primary-schools-attainment-gaps-and-school-responses&utm_medium=search&utm_campaign=site_search&search_term=covid) | 1,2 |

**Wider strategies**

Budgeted cost: £15,000

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| 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 relationships and academic performance. | The sessions are very beneficial and have far-reaching implications for the wellbeing of these pupils at home and in school. content is proven when delivered well to have long-term benefits to pupils with additional emotional needs.  -SENDCo time to work alongside class teachers to support wellbeing of PP children.  [https://educationendowmentfoundation.org.uk/ education- evidence/guidance-reports/primary-sel#nav-recommendation-1](https://educationendowmentfoundation.org.uk/%20education-%20evidence/guidance-reports/primary-sel#nav-recommendation-1) | 3,1,2 |
| To support Pupil Premium pupils to access all aspects of the curriculum and not be disadvantaged. | Pupils who are eligible for PPG may not have access to these enriching experiences without additional financial input.  -Up to 50% subsidy for trips and residentials.  -Additional member of staff to run breakfast club to increase capacity  https://educationendowmentfoundation.org.uk /education-evidence/teaching-learning-toolkit/arts-participation | 5 |
| To increase the Parental engagement and involvement in pupils learning. | Positive parental engagement will have an impact long term on pupils’ attitudes to learning and their success in education for life  https://educationendowmentfoundation.org.uk /education-evidence/evidence-reviews/parental-engagement? | 3 |
| Commando Joes  (3 year programme) | Building children's characteristics, life skills and mindset through their RESPECT programme. RESPECT stands for Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork.  [https://educationendowmentfoundation.org.uk /education-evidence/evidence-reviews/essential-life-skills?](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills?utm_source=/education-evidence/evidence-reviews/essential-life-skills&utm_medium=search&utm_campaign=site_search&search_term=life%20skills#nav-literature-review-on-non-cognitive-skills) | 1,2,3,5 |

**Total budgeted cost: £** *65,900*

# 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 2021 to 2022 academic year.

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| The greatest focus this year has been on developing the quality of teaching for all pupils including those who are eligible for pupil premium. All staff have received high quality CPD on teaching and learning and this has been a focus area through teacher research groups.  All staff have received intensive support and CPD on how to be effective subject leaders and this in turn has helped to ensure that a rich and varied curriculum is being delivered throughout the school. Data at the end of summer term 2022 showed that on average, 80% of pupils are working at ARE or above in Foundation subjects.  A rigorous marking and feedback policy was introduced during the year and support has been given to all staff to ensure that effective feedback is being given to learners at the point of learner to enable better outcomes. Staff meeting time was used to develop these strategies and opportunities to assess how marking and feedback is evidence in books. Whilst this was starting to take effect, further time is needed to ensure that this is fully embedded across the school and becomes a part of daily practise.  Reducing social and emotional issues for our PP children has also been a priority for this year. Regular wellbeing checks were carried out by the wellbeing team and the list of pupils with social and emotional concerns was carefully monitored and prioritised by the SENDCo to ensure that children’s needs were being met. The investment in Commando Joes has also helped to build children’s stamina and resilience and this is more noticeable within the classroom environment. This will continue to be a focus in 2022-2023 to support the children’s needs.  Writing has and continues to be an area for development at Eastfield. The recovery premium funding was used to provide bespoke writing intervention for PP children in Y4 and Y5 and the outcomes of this has meant that several gaps in the children’s learning have been bridged. This will continue to be monitored in 2022-2023 to ensure that further gaps are bridged and that the children maintain the progress made.  Whilst many pupils eligible for PP have made good progress over the last academic year, more work needs to be done to reduce the gap between PP and non-disadvantaged groups.  Bespoke intervention in reading, writing and maths will be carried out across each year group to bridge gaps in learning as a result of Covid, and close monitoring of progression by the class teachers and PP lead will take place to ensure the interventions are impactful. Many of our PP children also have SEND. The PP lead along with the SENDCo will look to ensure that small steps progress are being monitored and appropriate targets are set as part of children’s individual Education Plans. |