

Pupil premium strategy statement- Eastfield Primary School

This statement details our school's use of pupil premium for the 2024 to 2025 academic year, 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 aged 4+	341
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
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

Detail	Amount
Pupil premium funding allocation this academic year	£75,361
Recovery premium funding allocation this academic year	£0
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	£75,361

Part A: Pupil premium strategy plan

Statement of intent

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 of situations; investing in enrichment opportunities supports Eastfield Character Counts.

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 of Pupil Premium children in each year at school to ensure it is in line with non-Pupil Premium.	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: £30,000

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. -HLTA and or supply cover for staff to develop coaching https://educationendowmentfoundation.org.uk/education-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	1,2
Increase the percentage of pupils eligible for PPG who achieve ARE in reading.	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,	1,2

	including those who need further support or extension, including PPG pupils, are highlighted if they go off-track.	
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Targeted academic support

Budgeted cost: £30,341

	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
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)	1,2

Wider strategies

Budgeted cost: £15,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing social and emotional issues through improved emotional literacy and developing positive mental health impacting 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	3,1,2

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 without additional financial input.</p> <ul style="list-style-type: none"> -Up to 50% subsidy for trips and residential. -Additional member of staff to run breakfast club to increase capacity <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?</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>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills?</p>	1,2,3,5

Total budgeted cost: £ 75,361

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.

In the academic year 2023-2024, we have continued to develop the quality of teaching for all pupils including those who are eligible for pupil premium. Staff meetings have been structured to ensure that all staff receive regular CPD that supports them in reflecting on their teaching practice and leadership of subjects. There has been focus on ensuring that the provision for all children is planned and delivered. The introduction of learning journeys across the school has enabled pupils to discuss their learning in depth, understanding what their starting point is, what the end goal is and the steps needed to help get them there. Learning walks and pupil voice show that pupils are gaining confidence in articulating their own learning and recognising their next steps to help them improve.

Regular wellbeing checks were carried out by the wellbeing team and the list of pupils with social and emotional concerns continue to be carefully monitored and prioritised by the SENDCo to ensure that children's needs were being met. The continued investment in Commando Joes has also helped to build children's stamina and resilience and this is more noticeable within the classroom environment. Our children have had the opportunity to access character building opportunities through residential and a range of trips and experiences.

Writing has and continues to be an area for development at Eastfield. The recovery premium funding was once again used to provide bespoke writing intervention for PP children in Y4, Y5 and Y6 and the outcomes of this has meant that several gaps in the children's learning have been bridged. A focus on development of children's understanding of key vocabulary through the support of visuals has supported the enhancement of communication friendly environments. SPI Sessions are being delivered from Y2 – Y6 and are developing children's ability in checking spellings. Guided writing sessions enable children who are disadvantaged are receiving high quality teaching instruction.

Many of the Pupil Premium children at Eastfield are also pupils with SEND. Learning support staff have had training in providing for the individual and staff are supporting children's learning through scaffolding, supporting a children's progress and access to the broad curriculum. The CPA approach has been introduced to all staff and this work will continue into the next academic year.