



eastbury  
primary  
school  
*Succeeding together*

# Eastbury Primary School Pupil Premium Strategic Plan

2020/2021

Head Teacher: Lisa Shepherd

## Overview

At Eastbury Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential.

The pupil premium is additional funding to help raise the attainment of children from low-income and other disadvantaged families. If a child has been eligible for free school meals (FSM) at any point over the past six years, the school receives an additional £1345 per child.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and analyzed to ensure that the correct support and strategies are identified to maximize children's attainment and progress. Our intended outcome is to ensure that Pupil Premium children achieve as well as all other pupils and that we help build their confidence, self-esteem and engagement in learning and also encourage high levels of attendance. The impact of Pupil Premium funding is reported to the Governing Body.

This strategic plan sets out how the Pupil Premium funding is used at Eastbury Primary School to support the learning of Pupil Premium children, as well as providing targets for their attainment. It uses evidence from the Sutton Trust Teaching and Learning toolkit on how to use resources effectively to improve attainment of disadvantaged pupils. At the end of the year, we will report on the impact of the actions in this plan and publish it on the Eastbury website.

Headline Results 2018/19: Eastbury Primary School *Brackets indicate national figures*

EYFS Good Level of Development

2018/19	2018/19 Disadvantaged
76% (72%)	80%

Year 1 Phonics Screening

2018/19	2018/19 Disadvantaged
92% (83%)	95%

Key Stage 1	2018/19		2018/19 Disadvantaged	
	At expected	GDS	At expected	GDS
RWM combined	69% (66%)	16% (11%)	67%	22%
Reading	78%(76%)	24% (25%)	74%	26%
Writing	71%(70%)	19%(15%)	67%	22%
Mathematics	86%(77%)	32%(22%)	85%	37%
Key Stage 2	2018/19		2018/19 Disadvantaged	
	At expected	At greater depth	At expected	At greater depth
RWM Combined	66% (65%)	10% (11%)	63%	0%
Reading	71% (73%)	29% (27%)	72%	12%
Writing	80% (78%)	13% (20%)	81%	5%
Maths	85% (79%)	29% (27%)	77%	19%
EGPS	83% (78%)	43% (45%)	74%	35%

Disadvantaged pupils are achieving better than all pupils in EYFS and the Year 1 Phonics screening.

Headlines show a gap for key stage 1 at expected but internal data indicates that this is not a concern for the current academic year and instead a focus is needed for years 3 and 4. A previous focus in increasing our numbers of disadvantaged pupils achieving greater depth in KS1 Has now been met with these pupils achieving better than all pupils. In KS2 our disadvantaged pupils are achieving better than all pupils in Reading and Writing and we now have a focus to continue improve our disadvantaged results for Maths, EGPS and greater depth.

During 2019/20, part of our Pupil Premium allocation was used to cover the cost of an additional class in year 6 where there was a significant proportion of pupils eligible for Free School Meals. It was also used to further embed Read Write Inc, employ additional support staff and provide training for staff to further meet the needs of our pupils.

As a result of Pupil Premium funding, the progress of disadvantaged children has shown a significant year-on-year improvement. We have seen continued improved progress and attainment from 2018 to 2019 with 63% of disadvantaged children achieving expected standard in KS2 or higher compared to the previous year at 54% and 2017 at 41%. The gap between our school and national averages is also closing.

Year 1 Phonic Screening scores have risen over 3 years from 87% pass rate to 90% and now 92% with 95% of disadvantaged children passing. Our GLD (Good Level of Development) in Early Years remains above national average at 76% with disadvantaged exceeding national figures and all pupils at 80%.

Some of the main barriers to the achievement of our disadvantaged pupils have been identified as being linked to Speech and Language, EAL and SEN. Self-esteem has also been identified as a common barrier within this group of pupils. These barriers as well as our attainment and progress results have fed into the whole school priorities of whole school reading and closing gaps in children's knowledge and skills due to the COVID 19 school closure. It is clear to see in the Pupil Premium Strategic Plan that this is where a greater proportion of the funding is being spent.

This year we are investing some of our funding into further staff training in our school reading and writing programme (Literacy and Language) and RWI which will enable further consistency in our approach to teaching English and Phonics across the school in an engaging way. Children still have access to online reading resources such as Bug Club which can be accessed from home.

We are constantly using data to identify specific targeted groups and individuals for focused support where it is needed to ensure that we are really closing the gap between disadvantaged and other pupils. In addition to our Speech and Language and EAL specialists, we have an on-site learning mentor who works with targeted vulnerable children to help improve their social, emotional, mental, health and wellbeing. We also use funding to run parent support programmes such as LBBB specific parent workshops or numeracy and literacy skills classes.

#### Funding for 2020/2021

	Last year	Current year
Number of pupils on roll at Eastbury	758	851
Number of pupils eligible for Pupil Premium	200	182
Amount received per pupil	£1320	£1345
Total amount of Pupil Premium received	£264,000	£244,792

#### Key Targets

- 1) Disadvantaged pupils meet attainment targets in each year group
- 2) Narrow the gap between disadvantaged and all pupils in year 3 and 4
- 3) Attendance for disadvantaged children increases to 96%
- 4) Pupil voice indicates that at least 90% of disadvantaged pupils feel happy and safe at school

Action	Year group / pupils involved	Details	Intended outcomes	Cost
Member of staff to act as Pupil Premium Lead (Jo Hodges)	All PP children	<p>Full provision map for all PP children</p> <p>Half termly liaison with teachers to identify and meet needs of those children.</p> <p>Allocate funding where necessary to support Pupil Premium across the school.</p> <p>Children identified in receipt of PP and track their progress and provision.</p>	<p>Monitored pupil premium children 's progress</p> <p>Accurate analysis of PP data and interventions for those children making slow progress with feedback and gap analysis.</p>	Salary £6,692

Literacy and Language	Yrs1-6 PP	Access to specialist training and curriculum materials, for schemes of work, which have evidence-based impact on PP children.	Teachers with a secure knowledge and understanding of schemes used within the school, through insets/team teaching/planning/assessment.	Resources £2000
After school clubs – (wide range targeting) Half Price after school clubs for PP pupils	All pupils Y1-6	To provide disadvantaged pupils with opportunities and experiences that improve attitude and resilience.	Raised self-esteem and confidence. Gained experience in varied activities for fun and social care.	£2,106
Breakfast club and Eagles	Targeted children from vulnerable list and poor attenders	To provide out-of-school hours childcare and ensure vulnerable children receive a breakfast before school	Improved attendance and punctuality. Increase in children's attitude for learning through meeting basic wellbeing needs.	Staff costs £8,000
Specialist Teaching/Support for PP and high needs children	Sunshine room	To ensure quality first teaching is used to meet the needs of all children and that in particular, teaching is good/outstanding for those children in receipt of PP and that they receive appropriate in-house support from staff. Regular monitoring by SLT. Support put in place to improve outcomes. Additional English group in year 3	Teachers and Teaching Assistants are highly trained in meeting the needs of all children and understand and use feedback appropriately.	Staff costs £60,226

Evidence based Interventions in Phonics, Maths, Reading and Writing Including Speech and Language teacher and EAL lead	All pupils targeted + Low attaining PP children, targeted vulnerable children, LA	To focus on children who are not meeting their academic targets, by continued early targeted support for underperforming groups as identified through data. Analyse progress of groups termly for the causes of under achievement.	Closed/narrowed gap between FSM/Ever 6 and non-FSM children in school and with their peers nationally.	TA Costs £20,600  Sp+L +EAL £20,400
Attendance Officer - support for key groups and families	Children with attendance below 97%	Aiming to meet 97% attendance as school's overall target. Support for families where needed.	Attendance officer to monitor attendance, working through school procedures to improve attendance - signing in late children, sending out certificates to nursery, disco for years 1-6. Certificates for whole school throughout year, bronze, silver, gold.	Cost of salary, certificates, disco treat (drink) £4,500
Learning Mentor Debbie Seymore)	Targeted vulnerable children	To work with our vulnerable children.	To build baseline skills such as regulating their own emotions and to build resilience to improve children's overall academic development.	Staff costs £5,000
Parent support programmes (such as LBBB specific parent workshops), school-led parent workshops, meetings etc (eg Reading Breakfasts)	Targeted vulnerable children/parents	To build positive relationships between parents and the school. To build parents knowledge and skills in parenting abilities.	Improved awareness of skills to support their children within education and with their social skills. Positive relationships between school and parents with communication being improved across the school.	Staff time + refreshments +resources £3,000

Promotion of meta-cognitive strategies (such as peer assessment, pupil review meetings, 5b's, new target system)	Targeted vulnerable children	To help children develop higher order thinking skills, self-evaluation and questioning skills.	Children assess their learning and review their selves to help increase resilience and enthusiasm in their own progression and learning. Children to identify their own improvements and how they will make changes if needed.	Staff costs £2,775
Educational trips, visits and a residential (eg ATP Tennis finals)	Targeted children/Pupil Premium	Financial support for families to ensure they access residential trips and other day trips supporting our curriculum	Offering external opportunities to further aid learning and experiences. Providing opportunities for pupil premium children to participate in visits that support their learning.	£1000
Family Liaison Officer	Targeted vulnerable children/Pupil Premium	First point of contact for parents to discuss any issues that may hinder child's attendance or wellbeing at school. This role includes: Making referrals and working with outside agencies such as EarlyHelp, NHS, social workers Setting parent targets and supporting families to achieve these Supporting debt management Managing the breakfast and afterschool provision	Enhanced communication and involvement with parents, with trust being improved and relationships built.	£10,000

Training/Staff INSET	All pupils	Catch up training for staff where needed for specific courses to support children	Further experience in areas of learning to continue supporting the children in their development and learning.	Course and supply costs £5,500
Extra curricular Sports activities/tournaments outside of school Half Price after school clubs for PP pupils	KS2 targeted children/Pupil Premium	To support families to ensure they access outside school tournaments/activities supporting our curriculum	More children being able to attend activities to enhance their social skills and communication skills.	Subject leader time £9000
Subscription to online resources (eg bug club/education city/mymaths/litshed+)	All pupils	Children without resources at home are able to access learning in English maths, reading and wider curriculum.	Children able to learn effectively at home.	£3,493
Additional class in year 6.	Year 6 pupils that will include pupil premium	Provision of a support class in year 6	Improved outcomes for children in year 6.	£40,000
Year 6 boosters (after school,)	Year 6 pupils that will include pupil premium	Provision of support in year 6	Improved outcomes for children in year 6.	£10,000
Whole school boosters, run	All underachieving pupils y1 upwards	To focus on children who are not meeting their academic targets, by continued early targeted support for underperforming groups as identified through data.	Closed/narrowed gap between FSM/Ever 6 and non-FSM children in school and with their peers nationally	£2000 (Staff training, resources, teacher directed time)

		Analyse progress of groups termly for the causes of under achievement.		
Monitoring  Exercise book scrutiny Follow up actions (eg team teaching)  Effective feedback and marking strategies	SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium  SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium	Feedback from monitoring – SLT, subject leaders, appraisers  Focus – use of feedback, effectiveness of planning, personalization and effectiveness and consistency through marking  Team teaching to act on monitoring To give better understanding to children on areas of progress and development. To develop skills of self-assessment.	Each teacher is aware of own strengths and the key aspects of own practice that need to be improved, and how. Teachers then act on feedback and improve practice, hence raising standards of learning amongst disadvantaged pupils.  Effective assessment and monitoring of areas for development through productive, detailed and specific marking to enhance challenge and progress of children’s learning.	Staff costs/ Supply cover  £6,000
Lesson Planning  Extra 15 minutes ppa time in ks2  Tracking	SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium	Monitoring of plans, to ensure that the needs of pupil premium children are being fully met, including differentiation, coverage, interventions	Gaps identified, with interventions being targeted for children working at below expected levels.	£20,000  +extra 15 mins per week x all ks2 staff
Lunchtime homework club	All pupils	To provide support for any pupils who are finding the completion of homework difficult or have no access to a computer at home	To impact positively on our children’s learning, development and well-being	£1000

Lunchtime club provided by sports coaches	Pupil Premium children targeted	To provide pupils with opportunities and experiences that improve fitness, attitude and resilience.	Raised fitness, self-esteem and confidence. Gained experience in varied activities for fun and social care. Do we have any case studies?	£2,500
Actions currently being considered:				
Current plans in place to appoint our own speech therapist and split the cost with other PLT schools.	All pupils targeted with S&L needs	To provide Sp & L intervention to enable pupils to improve and develop Sp & L skills and understanding	Pupils identified with Sp and L needs will be provided with specialised and focused learning to meet individual targets	Cost TBC
National Tutoring Programme Plans in progress	<i>36 pupils</i> 36 children in groups of 3 (PUPIL PREMIUM Y6)	The National Tutoring Programme (NTP) will provide additional support to schools to help disadvantaged pupils whose education has been most affected by school closures.	To provide pupils with support to close gaps in learning as a result of the COVID 19 school closures	Cost TBC 12 x 15 hour block = 1572 GBP (excl. VAT)

### Analysis of Outcomes

The aims of our personalised learning programmes are to raise attainment and ensure pupils make good progress in reading, writing and maths. Target groups of pupils are identified and receive additional support through teaching, intervention groups, class assistance and other areas of a school environment. The intention of support is that pupils will make progress in their learning and behavior as a result of aiding and removing identified barriers to their learning.