

# Pupil premium strategy statement

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	Eastbury Primary School
Number of pupils in school	796
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Shepherd, Headteacher
Pupil premium lead	Joanna Hodges, Assitant Headteacher
Governor / Trustee lead	Huma Raza

## Funding overview Pupil Premium Funding overview

	2021-2022	2022-2023	2023-2024
Number of pupils in school	796	741	748
Proportion (%) of pupil premium eligible pupils	21%	26.5%	25.8%
Detail Amount Pupil premium funding allocation this academic year	£221,925.00	271,460	280,815
Recovery premium funding allocation this academic year	£24, 593.00	£24,600	£24,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£246,518	£296,060	£305,415

## Part A: Pupil premium strategy plan

### Statement of intent

At Eastbury Primary School, we are committed to ensuring all our children make the best possible progress, irrespective of their background or the challenges they face. 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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. 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.

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. This whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	There are a number of children who continue to receive phonics in KS2. This is partly because of our high numbers of new arrivals of which many are new to the country with little English or who have not met KS1 phonics expectations in previous settings.
3	Internal and external (where available) assessments indicate that attainment gap between disadvantaged pupils and all pupils has widened in all subjects. Our end of year assessments for summer 2021 indicated that in year 6 disadvantaged pupils were significantly lower than all pupils which had not been the case pre-pandemic.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and formative assessment.
Improved phonics attainment among KS2 pupils.	Phonics assessment outcomes in 2024/25 show that the the KS2 pupil receiving phonics make progress. Our numbers of KS2 pupils moving off the programme increases.

<p>Improved attainment for disadvantaged pupils in all subjects.</p>	<p>KS1+2 attainment outcomes in 2024/25 show that the gap between disadvantaged and all pupils meeting the expected standard is closing.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:  qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: **£125,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3,
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Delivery of NELI programme to targeted pupil in Reception.</p> <p>Training for staff, resources and release time</p>	<p>NELI is a <b>Nuffield Foundation</b> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p><a href="https://www.teachneli.org/">https://www.teachneli.org/</a></p>	1
<p>Purchase of RWI materials including books RWI is a <a href="#">DfE</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	2

<p><a href="#">validated Systematic Synthetic Phonics programme</a></p>	<p>comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Debbie, Harry</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Breakfast club and Eagles</p>	<p>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 leading through meeting basic wellbeing needs.</p>	4
<p>Specialist</p> <p>Teaching/Support for PP and high needs children</p> <p>(sunshine room)</p>	<p>Teachers and Teaching Assistants are highly trained in meeting the needs of all children and understand and use feedback appropriately.</p>	all
<p>Attendance Officer - support for key groups and families</p>	<p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.  <a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a></p>	all
<p>Family Liaison Officer</p> <p>First point of contact for parents to discuss any issues that may hinder child's attendance or wellbeing at school.</p> <p>This role includes:</p>	<p>Enhanced communication and involvement with parents, with trust being improved and relationships built. Involving families in their children's education is not only a legal requirement in special education, it also predicts academic achievement, social and emotional development, and a variety of other positive school outcomes for all children.</p>	4

<p>Making referrals and working with outside agencies such as EarlyHelp, NHS, social workers</p> <p>Setting parent targets and supporting families to achieve these</p> <p>Supporting debt management</p> <p>Managing the breakfast and afterschool provision</p>	<p><a href="https://files.eric.ed.gov/fulltext/EJ794797.pdf">https://files.eric.ed.gov/fulltext/EJ794797.pdf</a></p>	
<p>Staff INSET/Training</p> <ul style="list-style-type: none"> <li>• Deep dive- Jason Hughes and Helen Williams</li> <li>• ARISE- Race and Social Justice</li> <li>• School Staf lead CPD</li> </ul>	<p>On average, teachers spend 10.5 days per year attending courses, workshops, conferences, seminars, observation visits, or other in-service training (Sellen, 2016). The rationale for this substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>Research from the EEF:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</a></p>	<p>all</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£90,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3, 4</p>

Language link Speech and Language teacher running groups and 1:1 sessions throughout the school day		
EAL lead appointed running tailored curriculum to new arrivals with zero or very little English	It takes learners more than six years to progress from the lowest to the highest levels of English language proficiency, it has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential. This evidence demonstrates that as part of the Government's catch-up plans, it is important to include and focus catch-up support and resources on learners who use EAL as it may take them longer to regain both the language and learning lost during school closures. <a href="http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/">http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/</a>	1, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Lunchtime reading fun clubs lead by TAs	Children who enjoy reading and see the value of books have better chances of future success <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	all
New books for the library and for our VIPERS shared reading sessions	Our new range of books include a diverse range of genres and topics and enable children to relate to and see themselves in the literature they read,	all
Engaging with the National Tutoring Programme to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective	3, 4

blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Subscription to online learning resources: <ul style="list-style-type: none"> <li>• LitShed+</li> <li>• Oxford Owl</li> <li>• Education City</li> <li>• My Maths</li> <li>• Timestables</li> <li>• Rockstars</li> </ul>	Children are able to access quality online learning from home. Litshed+ and Oxford Owl aid teacher planning and provide quality resources for use in lessons Computer based learning helps to engage and motivate reluctant learners	all
Weekly after-school booster sessions across school	Tuition in small groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	all
Lunchtime Homework club	This is a valuable provision for pupils who are not able to receive the support they need to complete homework at home.	all

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£31,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	1, 3, 4

Marie Gentiles workshop	<a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
A reading book to keep for all PP children	<p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £246, 518**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

In previous years the progress of disadvantaged children had shown a significant year-on-year improvement. Pre-Covid19, we had 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%.

Previously the gap between our school and national averages for all pupils was closing but the impact of covid has meant that internally our disadvantaged pupils are below all pupils in the key curriculums areas. With the help of the pupil premium funding, we are aiming to return to closing the gaps this year through our targeted strategies as set out in this document.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We also provided laptops and learning resources to all disadvantaged families in need and offered in-school attendance for vulnerable children.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.