

Eastfield Primary School Pupil Premium Strategy Statement

Summary Information

Academic Year	2018/19	Total PP budget	£219,120	Date of the most recent Review	20.2.18
Total number of pupils	454	Number of pupils eligible for PP (DfE website 09.18)	159	Date of the next internal review of this strategy	January 2019

Current Attainment

KS2 2018 Data	Pupils eligible for PPG	National Average All Pupils (provisional as at September 2018)
% achieving the expected standard or above in reading, writing and mathematics	70%	64%
average progress in reading, writing and mathematics	Reading +2.7 Writing +4.2 Maths +3.4	Reading Writing Maths <small>(information not available September 2018)</small>
average scaled score in reading, maths and GPS	Reading 102.7 Maths 102.6 GPS 105.0	Reading 105 Maths 104 GPS 106
% achieving a high level of attainment in reading, writing and mathematics	Reading 15% Writing 22% Maths 11%	Reading 28% Writing 20% Maths 24%

Barriers to future attainment (for pupils eligible for PPG)

In-School Barriers

A.	<p><i>Attendance - our children need to be in school, ready to learn, for any approaches to make a difference. In 2017, our whole school attendance figure was 95.2%, this was below our ambitious target of above 96%. Children receiving the premium were less likely to attend school than their peers.</i></p>
----	--

<p>B.</p>	<p><i>As a result of changes to benefits and mobility, lower numbers of parents are eligible for PPG funding – Consequently the school has less disposable financial resources to allocate towards pupil premium children and programmes which will benefit them. The percentage of PPG pupils across the school are;</i></p> <p><i>Reception - % (to be confirmed post census)</i></p> <p><i>Year 1 -20 %</i></p> <p><i>Year 2 - 25%</i></p> <p><i>Year 3 - 27%</i></p> <p><i>Year 4 - 35%</i></p> <p><i>Year 5 - 51%</i></p> <p><i>Year 6 - 48%</i></p> <p><i>The low figures in KS1 are not representative of the school’s community.</i></p>
<p>C.</p>	<p><i>Language Skills – a high percentage of children enter the early years at Eastfield Primary School with little or no English. 29 children (52%) in the Reception cohort are recorded as EAL. Of those EAL pupils entering Reception in September 2017, 15% were working at age expected standards in all EYFS subjects. In addition, a high number of mid-year admissions are enrolled at our school. These pupils are, more often than not, children with low levels of proficiency in English and have arrived from overseas or are new to the country or new to our school, having joined after September.</i></p>
<p>D.</p>	<p><i>Limited Conceptual Understanding – Attainment at Greater Depth in Reading, Writing and Maths. 70% of PPG children achieved expected standards by the end of KS2 (6% higher than national average). However only 2% of PPG pupils achieved GD in RWM combined compared to 5% for those who are not eligible for pupil premium funding.</i></p>
<p>E.</p>	<p><i>Low Aspirations – high levels of deprivation are ingrained within the locality. With many families being rehoused due to regeneration works in our borough, mobility is currently at ? The number of working parents is low and those who do work are generally in unskilled or manual work awarded zero hour contracts. This challenge remains significant for the school and the local community.</i></p>

External Barriers		
F.	<p><i>Enrichment Opportunities – pupils attending Eastfield Primary School have less access than their more affluent peers to cultural and social experiences which would otherwise enrich their vocabulary, knowledge and understanding. In addition, this group of pupils are significantly less likely to use technology as a tool for extending learning at home.</i></p>	
Desired Outcomes		Success criteria
A.	<p>Pupils arriving at the school with little or no English make greater than average progress in spoken language and understanding.</p>	
B.	<p>Pupils leave our school with a belief that they are successful and can achieve additional academic success through further education and, as a result, professional careers.</p> <p>They are actively supported by their parents and the community, feeling valued and celebrated.</p>	
C.	<p>At the end of KS1, a greater number of disadvantaged pupils</p>	
		<ul style="list-style-type: none"> ▪ <i>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks.</i> ▪ <i>Lessons within the EYFS cater for those with little understanding and support in developing subject- based language.</i> ▪ <i>Our curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects</i> ▪ <i>Timetabled, regular interventions and language groups</i> ▪ <i>External and trained internal providers lead successful intervention and tuition support</i> ▪ <i>Data to illustrate accelerated progress from starting points</i> ▪ <i>Parent attendance and participation in workshops and training sessions run by school staff is now consistently good</i> ▪ <i>Enrichment programmes develop awareness of opportunities available to all children when they leave education including further education</i> ▪ <i>Pupils have self-belief and are motivated by the prospects that are available to them</i> ▪ <i>Our children have creative minds and have an understanding of the design process</i> ▪ <i>Pupils are taught in smaller groups for English lessons (reading KS1 and 2)</i> ▪ <i>Children requiring the support are taught 1:1 as a Phonics</i>

<p>achieve expected standards in reading, writing and maths. Any gaps in attainment between those eligible for PPG and those not are narrowed.</p> <p>At the end of KS2, a greater number of PPG pupils reach the greater depth standard in all three subjects combined.</p>	<p><i>intervention.</i></p> <ul style="list-style-type: none"> ▪ <i>Year 5 and 6 are taught English and Maths in three classes to ensure their needs are met.</i> ▪ <i>Directed intervention, such as Saturday School for Y6, support those identified as underachieving.</i> ▪ <i>Pupils working at higher levels are challenged through enrichment projects such as ‘Peter’s Brilliant Club’ and “Karolyn’s Brilliant Club’</i> ▪ <i>Data is used as a tool for analysing impact and identifying gaps in pupil’s knowledge.</i> ▪ <i>Booster classes are held during holidays such as half term and Easter and at lunch-time.</i>
<p>D.</p> <p><i>All children, regardless of their backgrounds, use technologies as a tool to demonstrate their learning in a range of ways. The pupils choose these means as a platform on which to display their understanding.</i></p>	<ul style="list-style-type: none"> ▪ <i>All pupils have access to tablet technology in the classroom</i> ▪ <i>Pupils choose to use technology to demonstrate their understanding</i> ▪ <i>Children are taught coding by comprehensively trained staff</i> ▪ <i>Digital Leaders (pupils) support staff with the day to day challenges with technologies Children in Years 2 &-6 use iPad technology 3:1</i> ▪ <i>Pupils share their skills with teachers, educators and other pupils</i>
<p>E.</p> <p>Regardless of socioeconomic backgrounds, pupils engage in a wide range of physical activities, creative arts, music tutoring, technology lessons, residential journeys and educational visits.</p>	<ul style="list-style-type: none"> ▪ <i>All pupils at experience at least two educational visit</i> ▪ <i>The children are able to access a greater range of activities on offer outside of the daily timetable</i> ▪ <i>A greater range of creative opportunities are on offer to those who are skilled or interested in these fields</i> ▪ <i>All pupils interested in in technologies such as coding can access this beyond the classroom Pupils access an eclectic range of clubs and activities at lunch and after school.</i>

Academic Year	2018-19				
1. Quality of Teaching for All					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you make sure it is implemented well?	Lead	Review Period
<i>Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations</i>	<p><i>Engaging feedback comments and questioning challenge higher attaining pupils and develop dialogue which encourages explanation and depth.</i></p> <p><i>Pupil performance reviews including data analysis and pupil data evaluation inform intervention and support</i></p> <p><i>Curriculum topics meet the needs and interests of the children. Staff know what we teach, why we teach it and why we teach it to OUR children</i></p> <p><i>Analysis of data to identify gaps in pupil knowledge and skills</i></p>	<p><i>Children who participate in written dialogue with staff, including feedback and goals for development show greater progress over time.</i></p> <p><i>Identified intervention targeted at underperforming groups supports learning and encourages understanding.</i></p> <p><i>Where children are interested in the topics taught to them, they are better engaged and thus make better progress.</i></p> <p><i>Where teachers know their pupils and their interests, the children are engaged in lessons and as a result make better progress</i></p>	<p><i>By ensuring that learning assistants are highly trained, understand and use effective strategies to support accelerated progress.</i></p> <p><i>Opportunities for professional development are well planned and frequent.</i></p> <p><i>Systems for scrutiny and feedback are regular and robust (Professional Learning Record PLR)</i></p>	<i>SLT</i>	<i>Half Termly/ Termly</i>

<p><i>Improve reading skills for pupils eligible for PP</i></p>	<p><i>Daily supported reading programme for reception, Year 1 and Year 2</i></p> <p><i>Setting for phonics in EYFS, Year 1 and Year 2</i></p> <p><i>Active Learn to KS1 and 2 – encourage more reading for pleasure and support for improving comprehension skills</i></p> <p><i>Destination Reader Years 3-6</i></p>	<p><i>The programme has shown positive outcomes across 2 local authorities in KS1 reading. Tracking data in the school shows that pupils in Nursery and Reception made above expected progress in reading and expected progress in Yr 1. Daily reading activity by trained staff.</i></p> <p><i>Outcomes at the end of year 1 phonics screening in other schools locally have shown an improvement after setting. Most able PP targeted to extend learning.</i></p> <p><i>National Literacy Trust research 2016 Discusses the importance of reading for pleasure and its impact on literacy attainment and other outcomes.</i></p>	<p><i>DSR Lead/ Inclusion Manager Training with Hackney Learning Trust All new staff inducted</i></p> <p><i>English Lead for reading Timetabled daily Part of the regular monitoring Schedule</i></p> <p><i>English Lead Staff Autumn INSET day (Midas Project) and Spring (DR) planned Budget allocated for the Programme (KS2)</i></p>	<p><i>DSR Lead/ Inclusion Manager EYFS Literacy Lead</i></p> <p><i>English Team for reading</i></p> <p><i>English team for reading/ Yr 1-6 teams</i></p>	<p><i>DSR October 2018 training Hackney Tomlinson PD Centre</i></p> <p><i>January 2018 March 2018 July 2018</i></p> <p><i>Destination Reader Years 3-6 (DR) January 2019 March 2019 July 2019</i></p>
---	---	--	--	--	---

Total budgeted cost					£ 112, 311
2. Targeted Support					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you make sure it is implemented well?	Lead	Review Period
<i>Accelerate progress of all PP pupils</i>	<i>Deputy Head and T&L lead Providing/ planning interventions where needed in reading, writing and maths in all year groups</i>	<i>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</i> <i>Data for 2017 in the school showed positive progress measures where additional support and interventions were implemented</i> <i>The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally</i>	<ul style="list-style-type: none"> • <i>Improving outcomes in reading is Part of RAP – SLT regularly review this</i> • <i>Groups will be tracked termly and assessment information analysed</i> • <i>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</i> 	<i>Headteacher</i> <i>Assistant Head</i>	<i>January 2019</i> <i>March 2019</i> <i>July 2019</i>
<i>Provide additional support for EAL PP pupils (LiLAC)</i>	<i>Provide all EAL pupils with a rich language experience through EMA groups and 1-1 support IM Lead/ DHT to identify and track progress of EAL PP pupils Focus for support T&L lead</i>	<i>The data shows this groups as underachieving EAL pupils need intervention to support them to develop fluency when speak English Starting points of EAL learners will vary</i>	<ul style="list-style-type: none"> • <i>IM will take a leading role in ensuring pupils outcomes are improving and that the provision supports pupils to develop their fluency in speaking English.</i> • <i>SLT to look at data and to highlight the needs of pupils</i> 	<i>Headteacher</i> <i>DHT</i> <i>AHT</i> <i>IM</i>	<i>January 2019</i> <i>March 2019</i> <i>July 2019</i>

	<i>Induction process adapted to meet the needs of individual EAL pupils</i>	<i>according to their age, level of English and educational background, so no single induction programme will match everyone's needs- British Council 2016</i>	<i>during pupil progress meetings</i>		
<i>Increasing the number of PP pupils reaching the GD standard in RWM at end of KS2</i>	<i>SLT to identify Intervention support – DHT and Maths Specialist consultant</i>	<i>The school data shows that we need to increase the number of PP pupils reaching an expected standard of RWM</i> <i>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools too</i> <i>We have focused on maths across the whole school (Inspire) with the introduction of mixed ability groups Years 1-6 for RWM</i>	<i>Extra teaching time on Saturday</i> <i>Led by DHT</i> <i>Extra teaching time maths lead teachers Years 3-6 and T&L Lead in Y2</i> <i>Produce a list of targeted pupils and track progress</i>	<i>DHT/ Maths and English teams</i>	<i>January 2019</i> <i>March 2019</i> <i>July 2019</i>
Total budgeted cost					£48,562
3. Other Approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you make sure it is implemented well?	Lead	Review Period
<i>Increase parental engagement through workshops and PSA</i>	<i>Senior Leaders, Subject Leads and PSA to deliver workshops</i>	<i>Parents are key in supporting effective learning as shown by a</i>	<i>Attendance information at workshops to be analysed</i>	<i>SLT and subject Leads</i>	<i>January 2019</i> <i>March 2019</i> <i>July 2019</i>

<i>role</i>	<p><i>Weekly coffee mornings to have regular opportunities for parents to know how to support their children</i></p> <p><i>Support parents to understand how to support learning at home (to include virtual platforms too) ESOL classes</i></p>	<p><i>number of research project (Sutton Trust)</i></p> <p><i>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read, practise tables and work with their child to complete homework.</i></p>	<p><i>PSA to be briefed on targeting parents to attend</i></p> <p><i>Learning workshops to be planned and supported with the English Leads and Maths Leads</i></p> <p><i>Support for pupils and families (Place2Be)</i></p>		
Improve attendance of PP pupils	PSA, Assistant Head for Inclusion and Headteacher to focus on PP pupils attendance	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes	Tracking of attendance data Regular meetings with EWO Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PP pupils	Headteacher	January 2019 March 2019 July 2019
<i>To provide a comprehensive and engaging range of enrichment opportunities which raise aspirations and</i>	<i>To offer a wide diversity of clubs, trips and activities which represent a broad spectrum of pupil interests including art, design and dance as well as sport</i>	<i>Providing children with the cultural understanding, character development and broad range of interests that they will need to take full</i>	<i>Developing clubs allow for creative diversity Offering clubs and activities which reflect student interest and trends Ensuring reserved places for children most in</i>	SLT	Ongoing

<i>support curriculum learning including a culture of creativity and design</i>		<i>advantage of their learning throughout their educational careers Embedding a culture of creativity that encourages pupils to understand the process of design and improvement Identifying skills, talents and interests for pupils who may not have another forum in which to develop these</i>	<i>need and ensuring costs are accessible</i>		
Total budgeted cost					£57, 488

Review of expenditure				
Previous Academic Year		2017-2018		
1. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>Improve reading skills for pupils eligible for PP</i>	<i>Daily supported reading programme for reception and Year 1 Setting for phonics in EYFS, Year 1 and Year 2 Active Learn to KS1 and 2 – encourage more reading for</i>	<i>Phonics Year 1 66% achieved phonic screening compared to 79% of all children. Reading Year 1 increase 21% compared to non PPG children 22% increase Reading Year 2 Increase 11% non 18%</i>	<i>PPG children have made progress throughout the year. The gap with their peers remains a concern so we will continue to work on this in the coming year to accelerate ye learning and narrow the gap. Pupil progress reviews allow for</i>	£86,906.00

	<i>pleasure and support for improving comprehension skills</i>	<i>Reading Year 3 increase 2% non PPG children 3%</i> <i>Reading Year4 increase 4% non PPG children 11%</i> <i>Reading Y5 increase 8% non PPG children 0% same on track at the end of the year</i> <i>Reading Y6 increase 6% non PPG 21%</i>	<i>professional dialogue based on the progress of all children including those in need of further support.</i>	
2. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>Accelerate progress of all PP pupils</i>	<i>Deputy Head and T&L lead Providing/ planning interventions where needed in reading, writing and maths in all year groups.</i>	<i>Data shows that a majority of pupils are making good progress.</i> <i>Progress scores at the end of KS2 across all subjects illustrates this.</i>	<i>Interventions have a positive impact on pupils' learning to include Saturday School.</i>	£71,677.00
<i>Provide additional support for EAL PP pupils (LiLAC)</i>	<i>Provide all EAL pupils with a rich language experience through EMA groups and 1-1 support</i> <i>IM Lead to identify and track progress of EAL PP pupils</i> <i>Focus for support T&L lead</i> <i>Induction process adapted to meet the needs of individual EAL pupils</i>	<i>Pupils given personal targets upon arrival to the school from overseas, make progress from their low starting points.</i> <i>Targeted interventions are having some impact. Where necessary we are working with external agencies to</i>	<i>Early interventions have a positive impact on the pupils arriving from overseas with little English during the school year. The volume of children is growing so this support will continue to be in place to meet the ever growing needs.</i>	

		<i>further adapt our provision to meet the varying needs of our pupils.</i>		
<i>Increasing the number of PP pupils reaching the expected standard in maths at end of KS2</i>	<i>SLT to identify Intervention support – DHT</i>	<i>Maths progress at the end of KS2 +4</i>	<i>Effective targeted support impacts positively on progress and attainment.</i>	
Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>Increase parental engagement through workshops and PSA role</i> <i>Improve attendance of PPG pupils</i>	<i>Senior Leaders and Subject Leads to deliver workshops</i> <i>Weekly coffee mornings to have regular opportunities for parents to know how to support their children</i> <i>Support parents to understand how to support learning at home (to include virtual platforms too)</i> <i>PSA, Assistant Head for Inclusion and Headteacher to focus on PPG pupil's attendance.</i>	<i>Attendance numbers are beginning to increase with targeted families.</i> <i>Feedback from Parents and Carers expressed that they feel able to support learning at home.</i>	<i>This support needs to continue to achieve our new aspirational target of above 96%.</i>	<i>£63,246.00</i>
<i>To provide a comprehensive and engaging range of enrichment</i>	<i>Education Trip subsidies</i> <i>Music tuition</i>	<i>A higher number of PPG pupils attend clubs and have music tuition.</i>	<i>Eliminating and/ or reducing the cost of additional provision and clubs allows more children to attend thus extending their enjoyment and</i>	<i>£18,776.00</i>

