

Eastfield Pupil Premium Strategy Statement

Strategy Statement Pupil Premium Funding for academic year 2019 to 2020

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

This financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils
- £2,300 for each Looked After Child
- £2,300 for each child who has ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order
- The government have decided that Head teachers and school leaders can decide how to use the Pupil Premium.

The school has in place an action plan detailing the key actions the school will take to accelerate the progress of PP pupils. We are also closely monitoring how we are spending the allocated funds to ensure they are having an impact on pupil's achievement both academically and socially so no child is left behind.

Progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our pupil premium plan is reviewed and updated termly. Our funding priorities fall into the following areas:

- Quality of teaching for all
- Targeted interventions
- Enrichment within and beyond the curriculum
- Engagement of parents / carers
- Social, Emotional and Mental Health

Proposed Pupil Premium Spending at Eastfield Primary School

Academic Year: 2019/20	Total Pupil Premium budget: £201,960	Date of most recent PP review: July 19
Total number of pupils: 453*	Number of pupils eligible for PP: 141*	Date for next PP strategy review: Termly

Our key objective in using the PPG is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. We aim to narrow and even remove this gap. We will achieve this by ensuring that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our pupil premium plan is reviewed and updated termly.

Our funding priorities fall into 3 areas:

- Quality of teaching for all
- Targeted interventions
- Enrichment within and beyond the curriculum

The above includes Engagement of parents/carers and Social, Emotional and Mental Health

Phonics		Y1									Y2							
PP		75%									50%							
Non-PP		75%									50%							
EYFS	GLD (%)	Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Maths		Understanding of the World			Expressive Arts & Design	
EYFS	GLD	L&A	U	S	M&H	HSC	SC	MFB	MR	R	W	N	SSM	PC	Wd	T	EWM	IMA
PP (16)	81%	87.5	87.5	81.25	81.25	93.75	100.0	100.0	100.0	81.25	81.25	93.75	93.75	87.5	61.36	100.0	93.75	100.0
Non (44)	50%	65.91	66.18	68.18	70.45	88.64	75.0	86.36	72.73	50.0	50.0	61.36	52.27	63.64	61.36	97.73	84.09	84.09
KS1 Current Attainment and Progress from previous year																		
		% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP progress score over year	% Non PP progress score	Scaled Score PP	Scaled Score Non									
Reading		56	67	13	17	5.47	5.85											
Writing		50	64	13	17	5.26	5.79											
Maths		56	67	13	21	5.87	5.72											
Current Attainment and Progress KS2																		
		% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress	% Non PP making expected progress	Scaled Score PP	Scaled Score Non PP									
Reading		65%	75%	19%	23%	59%	62%	103	103									
Writing		87%	87%	9%	20%	83%	69%											
Maths		74%	75%	13%	10%	66%	49%	103	103									
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>																		
A.	PP pupils do not always make better than expected progress from their starting points. PP pupils are just below all pupils and need to make accelerated progress to be in line.																	
B.	Low levels on entry of PP particularly in communication, literacy and language																	
C.	The largest gap between school and national data is in reading in which 59% of PP children make the expected progress (between KS1 and Ks2), and in Writing where 9% of PP eligible children achieve the higher standard.																	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>																		
D.	Parental engagement with the school due to high levels of EAL and a lack of willingness to engage.																	

E.	Some home learning environments lack support for pupils' communication and literacy skills				
F.	Deprivation in term of language poverty				
Planned Expenditure 2019/20			Total Fund Allocated £201,960		
Quality of Teaching For All					
<i>Desired outcome</i>	<i>Action / approach</i>	<i>Staff lead</i>	<i>Funding allocated</i>	<i>Monitoring and dates</i>	<i>Impact (review at end of Yr)</i>
Improve reading skills for pupils eligible for PP	<ul style="list-style-type: none"> • Use of Core books (in line with CLPE Power of Reading) across EYFS 	EYFS Lead	2 EYFS staff have attended training £540 £4,000 resources	January 2020	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2019/2020
Daily supported reading programme for Reception (Summer Term) Y1 2.	<ul style="list-style-type: none"> • Reading to become a key feature of the teaching of all subjects across the curriculum, thereby ensuring raised results 	Assistant Head	Staffing & Resources £20,000	Termly	
Setting for phonics in EYFS, Year 1 and Year 2 through early identification	<ul style="list-style-type: none"> • All new staff inducted into the programme. • Weekly meetings for all staff involved in the programme. • Timetables adapted to ensure resources are available. 	Assistant Head (EYFS) and Reception Teacher to lead phonics and monitor on a regular bas	Staffing costs to support salaries EYFS Lead and Reception Teacher Deputy Head Literacy Lead £20,000	Termly	
Increase the number of PP pupils reaching the higher standard in Maths at the end of KS2	<ul style="list-style-type: none"> • In Maths, a trained HTLA supports additional small groups of children daily who are currently working well below their age-related expectations. • Pupils Split into 3 classes for Maths 	DH Maths Lead	£19,000 £2,420	July 2020	
Increase the number of PP pupils reaching the higher standard in Core subjects at the end of KS2	<ul style="list-style-type: none"> • All Teachers to work with PP pupils x2 week in Core subjects linked to appraisals 	DH	NA	Termly	
Increase the number of PP pupils reaching the higher standard in Writing at the end of KS2	<ul style="list-style-type: none"> • Y4 Pupils split into 3 classes daily • Y6 Split into 3 classes for writing & 4 classes for reading daily 	DH Lit Lead	NA	Termly	
Increase the number of PP pupils reaching the	<ul style="list-style-type: none"> • Provide additional small group support for targeted children 	Lit Lead	NA	Termly	

Greater Depth in Writing at the end of KS2	<ul style="list-style-type: none"> • Middle Leaders are class based and are working in Year 3, 4 and 6. Within these classes they have regular focus groups they support with a focus on PP eligible pupils. 				
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Total	£65,960
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Targeted Support					
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Desired outcome	Action / approach	Staff lead	Funding allocated	Monitoring and dates	Impact (review at end of Yr)
Provide additional support for EAL PP pupils (through LiLAC and other strategies as appropriate) to develop fluency and expressive language skills	<ul style="list-style-type: none"> • Provide EAL pupils with a rich language experience through EMA groups and 1:1 support • IM Lead to identify and track progress of EAL PP pupils • Induction process adapted to meet the needs of individual EAL pupils 	Headteacher IM Lead	£20,000	Termly	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2019/2020
Increasing the number of PP pupils reaching the expected standard in Reading at the end of KS2	<ul style="list-style-type: none"> • Provide additional opportunities for children to take part in Reading groups (before school/after school). • Senior Teacher to take additional group for reading. • Three members of the Senior Leadership Team (SLT) continue to be non-class based and have allocated year groups to monitor • Additional teaching groups out of school hours led by Y6 teachers. 	SLT	£22,000	Termly	
Increasing number of GD for specific PP pupils	<ul style="list-style-type: none"> • Additional support in the afternoons led by Senior Teacher for selected Y6 pupils. 	SLT	£23,000	Termly	
Increase number of focus children to reach ARE	<ul style="list-style-type: none"> • Across the school there are additional interventions in place for phonics and reading led by Learning Assistants. They focus on supporting pupils who need additional input in order to reach age expectations 	DH	£32,000	Termly	

Narrow gap between PP & Non PP	<ul style="list-style-type: none"> • Y6 Tuition for maths and reading outside school curriculum (am Evenings & weekends) Additional support in Y6 for all reading sessions by the Senior Teacher. • Additional support for focus children in the afternoon led by the Senior Teacher. 	SLT	£2000	Termly	
Improve Speech & Lang skills for focus group	<ul style="list-style-type: none"> • LASS groups run for children identified as requiring additional communication support. Additionally, we have 2 learning assistants who focus and lead on all S&L interventions 	RS	£20,000	Termly	

Total

£119,000

Other Enrichment

Desired outcome	Action / approach (no more than 3 per section)	Staff lead	Funding allocated	Monitoring and dates	Impact (review at end of Yr)
Increase parental engagement through workshops and parent/child learning opportunities (learning cafes)	<ul style="list-style-type: none"> • Specific topic-focussed workshops to be planned (early reading, maths support etc...) to encourage parental engagement in their children's education. • All classes to plan for learning cafes (IT and Reading) across the academic year to encourage parents to learn beside their children. 	DH	NA	Ongoing	Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2019/2020
Improve mental health of PP specific group	<ul style="list-style-type: none"> • Parental support mentor in & Inclusion team • Place2BE • EPS extra visits 	KS	£10,000 FSM – Meal subsidy (pupils x 0.20p)	SLT and subject Leads and external agencies /experts ongoing	
Increased Participation in extra-curricular activities	<ul style="list-style-type: none"> • Increased in enrichment activities across the school • Education Trip subsidies • Music tuition 	DH	£7,000	Ongoing	
				Total	£17,000
				Final Total	£201960

Glossary

R - Reading

W - Writing

M - Maths

PP - Pupil Premium

PPF - Pupil Premium Funding

ARE - Age related expectation

GDS - Greater Depth

EYFS - Early Years Foundation Stage (Nursery and Reception)

RAP - Raising Achievement Plan

KS1 - Key Stage 1 (Years 1 - 2)

KS2 - Key Stage 2 (Years 3-6)

ELKLAN - Speech, language and communication accreditation

PSC - Phonics Screening Check

EEF - Education Endowment Foundation

NCETM - National Centre for Excellence in Teaching Mathematics

DSR - Daily Supported Reading

RWI - Read Write Inc

SEMH - Social emotional mental health

FSM - Free School Meals

DfE - Department for Education

EYFS Areas of Learning

L&A: Listening and attention

U: Understanding

S: Speaking

MH: Moving and Handling

HSC: Health and Self Care

SC: Self confidence and self awareness

EMM: Exploring using Media and Materials

BI: Being Imaginative HT - Headteacher

SLT - Senior Leadership Team

ALs - Achievement Leaders

MFB: Managing feelings and behaviour

R: Reading

W: Writing

N: Numbers

SSM: Shape, Space and Measures

PC: People and Communities

Wd: The World

T: Technology

PPMs - Pupil Progress Meetings

AHT - Assistant Headteacher

DHT - Deputy Headteacher