

Pupil premium strategy statement - Eastfield Primary School

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	Eastfield Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	160
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, 23/24
Date this statement was published	09.09.21
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Ben Statham
Pupil premium lead	Karolyn Dalal
Governor / Trustee lead	Karen Fernandez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,924
Recovery premium funding allocation this academic year	£23, 925
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	£245,849

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Eastfield Primary School our aim is to narrow the attainment gap and accelerate progress for our disadvantaged pupils. Our approach strongly focuses on the learning needs of these pupils and one of our main priorities is to develop knowledge and language acquisition to build cultural capital. We strive to build an ethos of empathy towards parents to engage them in their child's learning. We believe that any member of our school community can be successful despite their starting point linked to culture, disability or family background. The children's mental health and well-being is at the heart of the educational provision we provide. Disadvantaged children are given high priority and all staff are like-minded with high expectations for all. Through a carefully structured, broad and consistent curriculum, all children are exposed to a variety of well-planned lessons and experiences to provide them with opportunities to deepen their understanding of subjects. As they move through our curriculum, through knowledge rich content, they build on subject specific skills that are crucial to their success across the curriculum. Our leadership team play a pivotal role in monitoring and evaluating pupil progress. Attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans across the school in collaboration with teachers and other members of staff. Monitoring progress and pupil outcomes is essentially used to measure impact and we ensure all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Careful implementation and a shared understanding of our strategic planning and clear outcomes with all stakeholders will impact positively on teaching and learning.

Key Principles of our strategy

- High quality teaching - We ensure that teaching and learning opportunities meet the needs of all the pupils. School systems are in place to maintain continuity (internal cover supervisors, who know the children, are used rather than using supply)
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Promote and ethos of attainment for all - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the PP funding will be socially disadvantaged and our provision goes beyond those eligible for PP.
- Clear leadership - Setting high expectations and ensuring that all staff are responsible for the progress and attainment of disadvantaged pupils.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus go on to be successful in secondary education and beyond.

Our pupil premium plan is reviewed and updated annually. 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

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP particularly in communication, literacy and language including low levels on entry for many of our children including those from disadvantaged backgrounds.
2	Many of our children, including those from disadvantaged backgrounds, do not have the rich and varied experiences as non-pupil premium children seem to have - meaning knowledge of the world and vocabulary acquisition is limited.
3	Parental engagement some of our families find it more challenging to engage with the school, which impacts on pupils' academic ambitions.
4	Attendance and punctuality issues have been particularly challenging for a small group of families.
5	Lockdown has created a legacy impact following the pandemic on children's learning, well-being and mental-health.
6.	Cohesive whole school leadership approach surrounding narrowing the gap for PP children.

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
Disadvantaged children make good or better than the 'expected' progress in core subjects, particularly reading, and are given opportunities to be exposed to a language enriched curriculum.	<p>Progress data from scholarpack across the school to show an increase in attainment for all PP children.</p> <p>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>

	<p>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>This will be reviewed on a yearly basis.</p>
<p>Disadvantaged children enjoy a wide range of enrichment experiences both in and outside of school to enable them to build background knowledge and vocabulary through an enriched curriculum.</p>	<p>An effective system of tracking of participation is put in place through learning walks and pupil book study. Children will be given opportunities to discuss how a wider range of opportunities has impacted their learning.</p> <p>Levels of engagement for PP students is in line with Non-PP students by 2024</p>
<p>To better engage parents in children’s learning by providing them with opportunities for support and a greater understanding of the importance of education</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%. <p>The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p> <p>Provide a parental satisfaction survey to understand key issues.</p>
<p>To increase and sustain the number of disadvantaged children achieving the expected and higher levels by the end of KS2 in Reading, Writing and Maths. (3 year goal)</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected and higher standard and closed the gap with their Non PP peers.</p>
<p>Increased focus and awareness of PP students by all teachers across the school. Quality first teaching across the school to provide the best opportunities for all children to achieve.</p>	<p>Teachers throughout the school know who their PP children are able to voice what strategies/interventions are in place for individual children. Learning walks and pupil book study identifies that all pupils experience high quality lessons that enable at least good progress to be made.</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: £ 151,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leader to implement and oversee the 3 year action plan.	<p>Evidence suggests (DFE - ‘supporting the attainment of disadvantaged pupil’) that successful schools have strong leadership that promotes good practise which leads to success.</p> <p>“School leaders play a central role in improving education practices through high-quality implementation.5,6 They actively support and manage the overall planning, resourcing, delivery, monitoring, and refinement of an implementation process.” (EEF: Implementation Guide)</p> <p>‘Senior leaders in more successful schools tend to share their thinking and work collaboratively with staff, pupils, parents, families and the local community.’ (DFE - ‘supporting the attainment of disadvantaged pupil’)</p>	1-6
Provide teaching in groups with a lower pupil:adult ratio to impact positively on the progress of PP children (e.g. teaching in 20s in Y2 and 6, small groups for RWI)	<p>Smaller groups are more likely to be effective if it is targeted to pupils’ specific needs. Smaller group have an average impact of 4 months’ additional progress over the course of a year (EEF: Small group tuition)</p> <p>Smaller class sizes van have an impact of + 2 months additional progress (EEF toolkit 2021)</p>	1, 2, 6
Improve spelling skills for pupils eligible for PP through the introduction of a new spelling scheme for Y3-6	<p>In 2017, only 13% of year 6 pupils could spell ‘coarse’ in their SATs. Of course there is an effective way to build a spelling curriculum that focuses on the teaching of spelling, ensuring a drive on the ‘Big Mission’ for all pupils.That ‘Big Mission’ is what Jane Considine describes as spelling ‘stickability’, automation and application into the pupils’</p>	1, 2, 3, 5, 6

	<p>independent writing. An essential trait of literate people is being able to spell effectively and spelling is valued in society above all other writing conventions (<i>Turnbill, 2000</i>).</p> <p>Key aspects of the spelling approach is defined as follows.</p> <ul style="list-style-type: none"> ● A whole year system that provides teachers with clear and effective lessons. ● The Spelling Rainbow - a fully comprehensive approach that targets reading patterns of spelling, the pressures of spelling and the remembering of spelling. ● Extensive advice for teachers on the delivery and implementation of effective spelling experiences. ● A system that is based in strong phonics teaching with a focus on teaching pupils the connections between words, their sound associations, etymology and patterns. (<i>Jane Considine - The Training Space</i>) 	
<p>Employ Pastoral Support Mentor to focus on targeted children and families to support attendance and barriers to learning.</p>	<p>Research suggest that the role of a Pastoral Support Mentor in primary schools is integral to the physical and emotional well-being of pupils. Education and health are closely linked, and recent studies have shown that pupils with better health and wellbeing are likely to achieve better academically. What is more, life skills, such as those taught in a successful PSHE (personal, social, health and economic) programme, are associated with greater wellbeing and higher achievement. Good pastoral care in school is also fundamental to the development of character and social skills, which will be of critical importance to pupils in later life. (<i>GDST</i>)</p>	<p>3, 4, 5</p>
<p>Employ Language Support Assistant for targeted academic support for PP children who have been affected by lockdown</p>	<p>On entry to Reception, most children have low Language and Communication skills – 67% of disadvantaged children are currently working below in communication and</p>	<p>1, 2, 3</p>

and are lacking language development.	language. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Ambition are facilitating Closing the gap Training for Teachers and Senior Leaders this Academic Year	1, 2, 3, 4, 5, 6
Improve reading, writing and maths skills for pupils eligible for PP through quality first teaching	School based evidence through learning walks and Pupil book Study.	1, 2, 6
Improve writing skills for pupils eligible for PP	School based evidence through learning walks and Pupil book Study.	
Setting for phonics in EYFS, Year 1 and Year 2 will continue and for those children who need in in KS2	The teaching of Phonics should be explicit and systematic to support children to make connections between sound patterns in words. It should also be matched to children's current level of skill. Hence children are set across the school with other children who are working on a similar level. 'Meeting individual learning needs – staff identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Individual support is provided for specific learning needs and group support for pupils with similar needs' (<i>Marc Rowland - Updated PP Guide</i>) <i>The Rose Review (2006)</i> states teaching synthetic systematic phonics is the most effective method to teach children to read.	1, 2, 6
Increase the number of PP pupils reaching the higher standard (GD) in Core subjects at the end of KS2	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. See above	1, 2, 6

EY Resourcing to meet the needs of the new EY Curriculum	<p>With 42% achieving GLD July 2021 internal data. Foundation stage attainment is therefore consistently well below national (71.8% in 2019).</p> <p>**These figures reflect the fact that many children join Eastfield with very low levels of development.</p>	1,2, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily phonics support for children in KS2 who are not working at the expected standard for the PSC.	The teaching of Phonics should be explicit and systematic to support children to make connections between sound patterns in words. It should also be matched to children's current level of skill. Hence children are set across the school with other children who are working on a similar level.	1, 6
Language focussed small group work for targeted EYFS and KS1 children daily with the Language Development Assistant.	Smaller groups are more likely to be effective if it is targeted to pupils' specific needs. Smaller group have an average impact of 4 months' additional progress over the course of a year (<i>EEF: Small group tuition</i>)	1, 2
FFT Lightning Squad tutor to focus on PP children within Y2.	Internal data at the end of last year saw an increase in attainment for those children who had been involved in the FFT lightning squad. The internal data has shown that these sessions have a significant impact on children's learning Compared to FFT benchmark our children achieved above the national 0.3 (stories per session) and the % of expected progress was above National 80% (stories per session)	1, 2
Work with Learning Hive to provide places for PP children in additional after-school tutoring groups.	The Learning Hive has a good success rate and reviews from both parents and children who attend. Children work in small groups and receive targeted support, which supports the EEF recommendation. (<i>EEF - PP guidance</i>) A personalised plan is compiled for children with specific targets for the children to achieve half termly. This targeted approach ensures that students are bridging the attainment gap because it works with the school curriculum map	1, 2, 5

	and is aligned to the timings of topics being delivered in school. The assessment process includes diagnostic testing and end-point testing which coupled with ongoing summative and formative assessments allows for sustained engagement. The feedback from tutors, school and students is used to ensure learner needs are being met. Evaluation is carried out after each programme ends and at the end of each term to ensure that any issues are addressed as soon as possible so it does not impact the students' learning.	
Provide breakfast and after-school clubs for children targeted to achieve ARE/GD by the end of KS2	Breakfast clubs are vital for children as going without food in the morning has a direct impact on children's behaviour and concentration in lessons, making them less likely to reach their full potential at school. Kelloggs have reported that 79% of teachers have indicated that children have come to school without breakfast. Breakfast club at Eastfield has been established to help families who work or are financially stretched. It also plays a key role in maintaining children's health and well-being.	3, 4, 5
Shine Intervention developed in KS2 for targeted PP children to increase their progress in reading.	Smaller groups are more likely to be effective if it is targeted to pupils' specific needs. Smaller group have an average impact of 4 months' additional progress over the course of a year (<i>EEF: Small group tuition</i>)	1, 2
Learning by Questions (LbQ) platform introduced in Years 4-6 to increase the number of pupils achieving Expected/Greater Depth standard	Internal data July 2021 indicated the following: Y4 - 43% met the expected standard in Maths Y5 - 42% met the expected standard in Maths Y6 - 56% met the expected standard in Maths In the 2021 academic year this will be assessed through teacher assessment and the PUMA assessment.	1,3,4,5
Times Table Rockstars – the schools maths data is down to TT	This platform is effective and an essential part of learning and engagement. 72% met the MTC standard	1,3,4,5
Provide additional support for EAL PP pupils to develop fluency and expressive language skills	<ul style="list-style-type: none"> ● Provide EAL pupils with a rich language experience through the introduction of The Write Stuff ● PP Lead to identify and track progress of EAL PP pupils 	

	Induction process adapted to meet the needs of individual EAL pupils	
NELI Programme	Weak Language and Communication skills. 43.1% of Reception are not on track and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently	1, 7, 9 on track or not on track

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

Budgeted cost: £ 18,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eastfield Bank was introduced to motivate children to attend and be on time.	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students School based evidence to increase attendance with the aid of a newly employed pastoral support mentor.	3, 4
PSPs developed to focus children working with the Pastoral Support Mentor – aimed at increasing attendance and removing barriers to learning.	As above and attendance evidence	3, 4
Additional support at lunchtimes for organised play – to support children who find unstructured time challenging.	Our observations identify some children find this a particularly challenging area. This is continuously evaluated to see if the strategy is effective. The EEF toolkit suggests that behaviour interventions improve attainment by addressing challenging behaviours in school. It has a benefit of +4 for children.	5
Education Welfare Officer	Attendance and Punctuality issues. Attendance figures are currently an issue for Pupil Premium pupils particularly in EYFS/KS1. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils	3, 4, 5
Increase parental engagement through workshops and parent/child learning opportunities (learning cafes)	EEF toolkit (2021) reports that parental involvement has a positive impact on pupils' and can add an additional +4 months progress High quality home learning support is greatly beneficial. However evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive.	3, 4

	<p><i>'Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.'</i> (EEF toolkit 2021)</p> <p>At Eastfield we will measure this by doing the following.</p> <ul style="list-style-type: none"> ● Specific topic-focussed workshops to be planned (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 – once current restrictions are lifted 	
Improve mental health of PP specific group	<p>'Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.' (Public Health England)</p> <p>AT Eastfield we have the following to support this</p> <ul style="list-style-type: none"> ● Parental support mentor (P2B) in & Inclusion team ● Place2BE <p>EPS extra visits</p>	5, 6
<p>Increased Participation in extra-curricular activities</p> <ul style="list-style-type: none"> ● Increased in enrichment activities across the school CTs to run a club for PP children (maths, games, dance etc) ● Education Trip subsidies to restart ● Music tuition ● Learning Hive to start after school tuition 2x weekly from the end of September ● Residential costs and experience days. 	<p>It is essential for children's wellbeing that they experience different settings before writing about it. The impact of having a broad and varied extra-curricular activities can be an additional +4 months progress. (EEF toolkit 2021)</p>	2, 3, 5, 6

Total budgeted cost: £ 221,924

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.

Due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021. However, strategies were implemented to help the children make the best progress they could under the circumstances. End of year data suggests that most children had made progress throughout the academic year in all 3 core subjects as well as in phonics. A more consistent approach to writing was introduced (The Write Stuff Y2-6) as well as our longer running schemes - Inspire in maths and Destination Reader in reading KS2. This has helped target inconsistencies across the school and empowered Class Teachers to deliver core subjects confidently, thereby increasing the impact of the sessions on pupil's progress.

Interventions such as SHINE and The Lightning Squad in reading have also featured heavily across the school. Last year also saw the introduction of the RWI approach to teaching phonics. Whilst early indicators are promising, we have not had a full year of teaching so impact will be more evident in this coming academic year.

Early evidence suggests that children working at a higher level have significantly increased. This is evidenced through data on scholarpack in July 2021. However due to school closure, it has not been possible to fully and accurately review the impact of the strategies implemented in 2020/2021. 2021 data is available [here](#).

Current data, from scholarpack, suggests that Non PP have made better progress in all year groups apart from Y6 in reading

PP have closed the gap and made better progress in all year groups apart from 1 and 3 than non PP in writing.

PP children have closed the gap and made better progress in all year groups apart from 1, 3 and 5 in maths.

LASS has now been replaced by our internal SAND(Social and Nurturing development) programme, which was implemented in the Summer term. After teachers highlight concerns regarding the children they are invited to join nurture building sessions. These sessions have included fine and gross motor skills, turn taking, helping to build confidence and speaking in front of others.(Social skills) This has had an impact on the children as they are transferable skills that the children are beginning to use in the classroom. 2% of the children who attended were PP. These sessions can also highlight any additional needs and support for children that are referred to the SendCo, who will then refer them to other agencies. A pastoral support mentor has been employed by the school starting in September 2021 who will be working closely with parents and children from disadvantaged backgrounds to ensure attendance improves, whilst helping to eliminate other non-academic barriers to their learning (e.g. behaviour, parental attitudes towards school...) which will impact positively on progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Learning Hive	The Learning Hive
Lightening squad	FFT Lightening squad
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Internal Bev S
NELI	Internal
Learning By Question	LBQ
Read Write Inc.	Ruth Miskin
The Write Stuff	Jane Considine
Spelling	Jane Considine
Destination Reader	Hackney Learning Trust
Inspire	Oxford Owl
Power of Reading	CLPE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Demography and School Context

Eastfield is a larger than average primary school. Eastfield was judged as “Good” by Ofsted in April 2015. Pupil mobility is increasing year on year. As a result this continues to impact on the school’s performance data. The school’s baseline assessment information shows that a high number of pupils arrive with low levels of prior attainment and acquisition of language.

The school converted to Ivy Learning Trust in 2018.

Pupil Population:

- 87% of the pupils are from minority ethnic groups. The number of disadvantaged pupils is significantly above the national average (40% at Eastfield compared to 20.8% nationally – June 2021). This number is rising.
- 37 languages are spoken and 52% have English as an Additional Language (EAL – 19.2% nationally June 2021).
- 23% with SEND, 4.5% of whom have an EHCP, which is higher than the national average (3.1% nationally Sept 2020).
- Increasing number of SEND in EYFS.

Eastfield remains a popular choice for parents in the local area. There are waiting lists for most classes. Eastfield has a provision for a small group of pupils with complex needs and Autism, which is an additional resource provision (ARP). Pupils receive high quality support in the provision. As a result, pupil progress is strong from their starting points.

The LSOA, where the school is located, is in the bottom 20% on the indices of deprivation. The income, employment, health, education and crime deprivation indicators are all very high.