Eastbrook Primary Pupil Premium Strategy Statement 2019-2020

1. Summary information						
School	Eastbrook Primary School					
Academic Year	2019-20	**Total PP budget**	£40,920	**Date of most recent PP Review**		Autumn 1
Total number of pupils	120	**Number of pupils eligible for PP**	31 (25.83%)	**Date for next internal review of this strategy**		February 2020

2. Current attainment	
	Pupils eligible for PP
% achieving expected in reading, writing and maths in KS1 SATs 2019	**2/4 = 50%**

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Academic	English (including speaking & listening) and Maths skills to target those below age related expected standards.
B.	Wellbeing	Areas of poor behaviour for learning.
C.	Enrichment & Engagement	Children having a range of opportunities to participate in all activities offered in school.
External barriers		
D.	Wellbeing	Low self-esteem. Social and emotional wellbeing.
E.	Enrichment & Engagement	Attendance.
F.	Academic	Language and vocabulary skills.
Desired outcomes		
A.	Continue to diminish the difference between PP and non-PP students in progress and attainment.	
B.	Fewer instances of disruption in class improve learning atmosphere in all classrooms and improve behaviour for learning.	
C.	To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.	
D.	School to support the wellbeing of children and their families.	
E.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families.	
F.	Increase vocabulary, reading and phonics achievement throughout school.	

Objective A: Continue to reduce the difference between PP and non-PP students in progress and attainment				Academic
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
Improving the curriculum offer Invest in new schemes of work – Inspire Maths, Jigsaw PSHE, International Primary Curriculum (IPC), La Jolie Ronde (MFL-French), Bug Club (Reading). Link core texts from the Power of Reading to the themes of the IPC.	• High quality schemes identified and purchased • Training provided to staff • Pupils find lessons engaging • Barriers to quality teaching removed for teachers • In-school data shows the gap closing between PP and Non-PP pupils	Data Questionnaires	HT MLT/CLT	For start of academic year La Jolie Ronde by end of Autumn 1
Improve resourcing Invest in resources that will provide more engaging, memorable and purposeful learning experiences for pupils.	• 15 copies of every PoR text purchased • Visualisers in every classroom being used • 30 tablets purchased for school • Subject leaders budget allocations spent • Increased number of resources available to staff to help in the delivery of curriculum • Progress increases and attainment rises • Online subscriptions purchased and used for Accelerated Reader, Times Tables Rock Stars and Bug Club	Data Questionnaires Staff feedback	HT MLT/CLT	For start of academic year Tablets by Spring 1
Improve progress and outcomes for pupils in Reading by training staff on the use of Bug Club Comprehension resources and ensuring this is timetabled and taught.	• All necessary resources purchase • Training taken place • Progress and attainment for PP pupils improves and the gap narrows	Data	HT English LoL All staff	Autumn 1 introduction Delivery ongoing
Provide intervention at lunch times in order help pupils improve their reading and maths.	• From Spring 1 members staff will provide such interventions every lunch time • New midday supervisors appointed	Online tracking tools	HT DHT PLT LoLs	By end of Spring 1
Teachers to ensure at Pupil Progress meetings that PP children are identified and set targets for them to make accelerated progress.	• Pupil progress meetings are planned • Meetings take place 3 times a year after an assessment week • Intelligent use of gap analysis information informs planning, grouping and intervention • Staff know their groups of pupils well	Data Pupil Progress Meeting minutes Intervention	HT DHT	3 progress meetings per year following Assessment Weeks

Progress to be measured from starting points and through (Reading & Maths) and Star Assessment (Reading) testing to ensure accelerated progress is being made and that children will improve their scaled scores by a minimum of 10% during the academic year.	• At the end of each Year gaps to be closing between PP and non-PP children. • On average the gap between pupil premium and non-pupil premium to be no higher than 10% in reading, writing and maths.	Data Pupil Progress Meeting minutes Intervention	HT DHT	Baseline (last year's Summer data) plus 3 Assessment Weeks per year
Intervention to be put in place for children not making accelerated progress.	• Based upon the scaled scores from termly assessments, all children in receipt of the Pupil Premium will improve their scaled scores by a minimum of 10% during the academic year.	Data Pupil Progress Meeting minutes Intervention	HT DHT (from Jan)	By end of Autumn 2

Objective B: To improve behaviour for learning				Wellbeing
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
Introduction of a designated room to help pupils manage their behaviour more positively.	- Set up a "Blue Room" - Assign staff member to be behaviour/Blue Room lead - Two members of staff enrolled on 'Thrive' training and to have attended networking events	Data Pupil Progress Meetings	HT ILT All staff	Room established prior to new academic year.
New behaviour system with clearly understood rewards and sanctions, linking to character virtues.	- School chooses 5 character virtues which it holds dear - All classes have new behaviour management chart on display - New behaviour policy written and shared with all the school community via Code of Conduct - New behaviour management systems (including attitudes to pupils and learning) help children in making good or better attainment and progress in class. - Consistency of approach across school	Data Pupil Progress Meetings	HT ILT All staff	Developed during Autumn Term and reviewed half termly
Strong, better resourced, teaching that focuses on highly engaging activities.	- Behaviour that aids learning is evident in all lessons by the Summer Term - Quality First Teaching observed in lessons during formal observations, learning walks and drop-ins	Data Pupil Progress Meetings	HT All staff	Promoted in Sept through INSET Focus in observation Ongoing
Clear rewards for positive behaviour choices.	- Introduced Class Dojo to collate points for positive behaviour - Dojo points linked to house points	Data Pupil Progress Meetings	HT	Ongoing Weekly Celebration Assembly
Increase the number of TAs and playground assistants to best meet the needs of pupils.	- Incidents of poor behaviour reduce - Children given a red card, recorded on SIMS reduces 1:1 support during breaks for most in need	SIMS data	HT	Ongoing review of situations arising

Objective C: To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.		How this will be measured	Person responsible	Enrichment & Engagement
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
Increase the number of extra-curricular activities on offer.	• Establish new clubs – karate, trampolining, choir, multi-sports, football, cooking • Number of PP pupils attending clubs increases to be significantly above 26% of all attendees	Club registers	HT PE LoL	From September
Educational visits are subsidised to ensure access for all.	• No PP child is denied access to educational visits or guests to school	PP register	HT Class teachers	Ongoing
Purchase of additional resources to specifically support the needs of PP pupils.	• Resources purchased to help support pupils both in school and at home (phonics cards, maths packs etc.) • Noticeable impact on PP learning	Work in books Pupil progress data	HT Class teachers	Ongoing monitoring of needs
Year 5 take part in a week-long farm residential.	• All PP pupils attend visit at no charge to the families	Register	HT DHT Class teacher	Autumn 2

Objective D: School to support the wellbeing of children and their families.				Wellbeing
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
School to employ a Strategic Safeguarding Lead to support the DSL and ILT	• SDSL appointed • ITL created and meeting weekly (ILT to include HT, SDSL, DSL, behaviour lead and SENCo)	Meeting minutes	HT	Ongoing
School to host school nurse drop-in sessions	• Parents attend drop-ins • Engagement with school nurse increases • Families have issues addressed quickly	Contact with school nurse	SENCO	Ongoing
Employ an Art Therapist to work with some of the school's most vulnerable pupils.	• Art Therapist works with pupils on a weekly timetable • Pupils feel safe and secure in school, having an outlet to discuss their thoughts and feelings • Success will be measured individually per child	Success will be measured individually per child	HT ILT Therapist	Ongoing
All staff aware of specific needs of the pupils in their care	• All relevant information shared between families, outside agencies, office, DSL, SENCO and staff • Relevant documentation reviewed and updated regularly (e.g. care plans)	SENCO	HT ILT SENCO All staff	From September 2019 Reviewed with as roll changes
All staff updating information to school's databases on an ongoing basis	• Staff trained in logging information on the school's databases • Databases are being used daily across the school • Databases are checked regularly • DSL works in Primary one day per week • ILT meet weekly to discuss pupils	Database entries Training log Meeting minutes	HT ILT	Ongoing

Objective E: Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families.			Enrichment & Engagement	
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
Appoint a Primary-based attendance and admissions officer.	• Appointment made • Training given to staff member		HT	By Autumn 1
Scrutinise attendance data weekly.	• 3BM is used effectively to track groups and individuals with poor attendance • Attendance information is shared with staff • Targeted pupils attendance improves	3BM SIMS	HT Attendance officer	Ongoing weekly
Action plan is implemented when PA threshold is triggered.	• Primary attendance officer has followed procedure explicitly with each case • PA reduces • Overall attendance increases	3BM SIMS Attendance data improves	HT Attendance officer	Ongoing
Good attendance is recognised and rewarded.	• Weekly class attendance winners are awarded in celebration assembly • 100% attendance pupils rewarded with a sticker every week • 100% attendance medals awarded at the end of each term and draw for Amazon voucher • Attendance of PP children improved significantly during the year. • Progress and attainment measures improve as a result of improved attendance.	List held of 100% attendance pupils	HT Attendance officer	Weekly and termly

Objective F: Increase vocabulary, reading and phonics achievement in EYFS & KS1				Academic
Actions	**Success criteria**	**How this will be measured**	**Person responsible**	**Timescale**
Improve indoor and outdoor provision in EY to promote talk.	• Resources purchased including props for role play • CLL assessment in Reception is in line with National • 6th form pupils involved in engaging pupils in activities and increasing language opportunities	Data Observation	HT Class teacher	Autumn Term
Increase number intervention groups for phonics and reading.	• Additional TAs employed • Intervention group timetable created • Changes to EY timetable to include reading time • Accelerated progress in phonics and reading	Data	HT English LoL	From Autumn 2
Employ an EAL practitioner to support pupils in class and in separate intervention groups	• Member of staff appointed • Timetabled support in class and delivering group intervention/pre-teaching • PP EAL pupils make accelerated progress	BELL Assessment data	HT EAL Lead	Ongoing
Introduce Bug Club Comprehension in to guided reading sessions	• Resources purchased • INSET or staff • Timetabled sessions taking place • PP pupils improve comprehension skills	Data	English LoL	Spring 1
Improve resourcing in order to deliver better phonics and reading sessions, improve reading corners in classrooms and provide more texts for home reading.	• Purchase Bug Club, RWI Book Bag Books, TestBase • Every class has a quality book corner • Reading cupboard created to keep all resources together and orderly • Children reading more at home • PP pupils better able to	Data AR Star assessments	English LoL	Ongoing

Overall Costs				
	Total in	Area of Learning	Predicted Cost from PP funding	Actual Expenditure
		Academic	£21,000	
		Enrichment & Engagement	£11,000	
		Wellbeing	£9,000	
TOTAL	**£40,920**		**£41,000**	