

Eastbrook Primary Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Eastbrook Primary School				
Academic Year	2018-19	Total PP budget	£35,640	Date of most recent PP Review	Autumn 1
Total number of pupils	127	Number of pupils eligible for PP	27 (21.25%)	Date for next internal review of this strategy	January 2019

2. Current attainment	
	<i>Pupils eligible for PP</i>
% achieving expected in reading, writing and maths in KS1 SATs	4/7 = 57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Academic	English 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	Delayed language and vocabulary skills (speaking & reading 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.	All staff 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 in EYFS & KS1

Objective A: Continue to diminish the difference between PP and non-PP students in progress and attainment				Academic
Actions	Success criteria	How this will be measured	Person responsible	Timescale
Teachers to ensure at Pupil Progress meetings that PP children are identified and set targets for them to make accelerated progress.	<ul style="list-style-type: none"> 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 (from Jan)	3 progress meetings per year following Assessment Weeks
Progress to be measured from starting points and through RS Assessment (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.	<ul style="list-style-type: none"> 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 (from Jan)	Baseline plus 3 Assessment Weeks per year
Intervention to be put in place for children not making accelerated progress.	<ul style="list-style-type: none"> 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 Aut 2
To purchase the Accelerated Reader scheme and associated Star Assessment	<ul style="list-style-type: none"> Pupils assessed on Star Assessment Pupils taking home books at the right level for them Pupils taking quizzes when a book is complete PP pupils make accelerated progress in Reading 	Star Assessment data SIMS data	HT DHT (from Jan) Data manager AK	AR purchased Autumn AR 1 st test Autumn 2 Books home end Nov

Objective B: To improve behaviour for learning				Wellbeing
Actions	Success criteria	How this will be measured	Person responsible	Timescale
Use of positive praise first approach	<ul style="list-style-type: none"> Positive raise of children doing the right thing becomes embedded practice Children praised and given stickers for doing the right thing in assembly 	Data Pupil Progress Meeting minutes Intervention	HT All staff	Ongoing monitoring and review
New behaviour system with clearly understood rewards and sanctions	<ul style="list-style-type: none"> All classes have new behaviour management chart on display New behaviour policy written and shared with all staff New behaviour management systems (including attitudes to pupils and learning) help children in making good or better attainment and progress in class. 	Data Pupil Progress Meeting minutes Intervention	HT PJ (All through behaviour lead)	Developed during Autumn Term and reviewed half termly
Strong teaching that focuses on highly engaging activities and a consistent approach to behaviour management	<ul style="list-style-type: none"> 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 Meeting minutes Intervention	HT All staff	Promoted in Sept through INSET Focus in observation Ongoing
Clear rewards for good choices	<ul style="list-style-type: none"> More children recorded on SIMS getting to Gold Rewards given instantly in class to children getting to Bronze, Silver or Gold (stickers) 	Data Pupil Progress Meeting minutes Intervention	HT	Ongoing Weekly Celebration Assembly
Redeploying of Tas to best meet the needs of pupils	<ul style="list-style-type: none"> Incidents of behaviour falling below expected standards reduce Children on red, recorded on SIMS reduces term by term 	Data Pupil Progress Meeting minutes Intervention	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.				Enrichment & Engagement
Actions	Success criteria	How this will be measured	Person responsible	Timescale
Use funding to support children in their choice of extra-curricular activities	<ul style="list-style-type: none"> PP pupils participate in at least one club of their choice 	After school club registers PP register	HT AW	Ongoing
Educational visits are subsidised to ensure access for all	<ul style="list-style-type: none"> No PP child is denied access to educational visits or guests to school 	PP register	HT AW Class teachers	Educational visits planned from Spring 2019
Purchase of additional resources to specifically support the needs of PP pupils	<ul style="list-style-type: none"> Resources purchased Noticeable impact on PP learning 	Work in books Pupil progress data	HT Class teachers	Ongoing monitoring of needs
Higher ability PP Reading group	<ul style="list-style-type: none"> Yr 5 pupils taking part in Mr Gillard's The Lion, The Witch and The Wardrobe reading project Mr Hollows taking HAPP reading group 			JG reading project Autumn 2 EH group to start Spring 1

Objective D: All staff to support the wellbeing of children and their families.				Wellbeing
Actions	Success criteria	How this will be measured	Person responsible	Timescale
Employ an Art Therapist two days a week to work with some of the school's most vulnerable pupils	<ul style="list-style-type: none"> 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 SH-S Therapist	Ongoing
Run parental workshops to help with parenting and academic matters	<ul style="list-style-type: none"> TripleP (or equivalent) implemented Parents involved more engaged with school and their children Improved wellbeing of pupils and parents 	Registers	HT SH-S SBM	By end of Spring Term
All staff aware of specific needs of the pupils in their care	<ul style="list-style-type: none"> All relevant information shared between families, outside agencies, office, DSL, SENCO and staff Relevant documentation reviewed and updated regularly (e.g. care plans) 	SENCO Folder	HT SH-S All Primary staff	Updated September 2018 Reviewed with as roll changes
All staff updating information to school's databases on an ongoing basis	<ul style="list-style-type: none"> 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 HT and DSL meet weekly to discuss pupils 	Database entries Training log Meting minutes	HT SH-S All primary staff	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
Scrutinise attendance data weekly	<ul style="list-style-type: none"> 3BM is used effectively to track groups and individuals with poor attendance Attendance information is shared with staff 	3BM SIMS	HT Attendance officer	Ongoing weekly
Action plan is implemented when PA threshold is triggered	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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 AW	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
Reintroduce Success for All (SfA) in Early Years	<ul style="list-style-type: none"> Reception staff trained in the delivery of SfA SfA being taught successfully on a daily timetable Phonics acquisition is good CLL assessment in Reception is in line with National 	Data Observation	HT LB SfA Advisor	Implemented Aut 1
Purchase Read Write Inc (RWI) phonics scheme and resources for EY and KS1	<ul style="list-style-type: none"> RWI implemented successfully in KS1 and EY 4 groups running in EY and KS1 Book Bag Books are sent home regularly to support reading at home linked to early phonic acquisition Yr1 phonics data is at 83% at phonics screening check 	Data	HT EY & KS1 staff	Implemented Aut 2
Improve indoor and outdoor provision in EY to promote talk	<ul style="list-style-type: none"> Resources purchased including props for role play CLL assessment in Reception is in line with National 	Data Observation	HT LB	By end Autumn Term

Overall Costs				
	Total in	Area of Learning	Predicted Cost	Actual Expenditure
		Academic	£12,000	
		Enrichment & Engagement	£9,000	
		Wellbeing	£15,000	
TOTAL	£35,640		£36,000	