



Primary Pupil Premium Review 2019-20

Continue to diminish the difference between PP and non-PP students in progress and attainment: -

- The DfE understands that due to coronavirus and school closures, it isn't possible for schools to evaluate the impact of pupil premium for all of the 2019/20 academic year.
- Instead, they say schools should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but we can give most detail about the grant's use and impact for the period between September 2020 and March 2021.
- In the absence of a complete set of data for 2019-2020, it is proposed this will be reported March and July 2021.

Fewer instances of disruption in class improve learning atmosphere in all classrooms and improve behaviour for learning: -

- Updated behaviour policy and code of conduct was introduced and understood by all.
- Behaviour improved dramatically across the whole school.
- We began to use SIMS to track, monitor and report behaviour incidents.
- In the 1st and 2nd half terms 8.9% of our PP children were relocated to another classroom as a result of their behaviour this compares to 7.8% (HT1) & 9.1% (HT2) of the non-PP pupils.
- We concluded that there was very little difference in negative pupil behaviour between PP and non-PP pupils during Autumn and Spring term.
- There was a great improvement between the behaviour of these groups last year, however, as such incidents were recorded differently, we are unable to attribute statistical data to this.



2019-2020 (ending March 20 th)	Full Day Internal Exclusion	½ Day Internal Exclusion	¼ Day Internal Exclusion
Number of FTE	5	1	2
Boys	2	0	1
Girls	1	1	1
Pupil Premium	2	1	1
SEN K	0	0	0
EHCP	0	0	0
WHB	1	0	0

Number of Relocations	R	1	2	3	4	5	6	All
Number of Relocations – HT1	0	3	7	0	5	1	2	18
No of Pupils	0	3	7	0	3	1	2	16
Boys	0	0	7	0	2	1	2	12
Girls	0	3	0	0	1	0	0	4
Pupil Premium	0	0	0	0	3	0	2	5
SEN K	0	0	0	0	3	0	1	4
EHCP	0	0	0	0	0	0	0	0
WHB	0	0	2	0	0	0	1	3
Number of Relocations	R	1	2	3	4	5	6	All
Number of Relocations – HT2	0	4	12	0	7	0	4	28
No of Pupils	0	3	4	0	4	0	1	12
Boys	0	2	4	0	3	0	1	10
Girls	0	1	0	0	1	0	0	2
Pupil Premium	0	0	0	0	4	0	1	5
SEN K	0	0	3	0	4	0	1	8



EHCP	0	0	0	0	0	0	0	0
WHB	0	1	1	0	0	0	0	2

Number of Relocations	R	1	2	3	4	5	6	All
Number of Relocations – HT3	0	0	10	1	5	2	1	19
No of Pupils	0	0	3	1	2	2	1	9
Boys	0	0	3	1	1	1	1	7
Girls	0	0	0	0	1	1	0	2
Pupil Premium	0	0	0	0	2	0	1	3
SEN K	0	0	2	0	2	0	1	5
EHCP	0	0	0	0	0	0	0	0
WHB	0	0	1	0	0	0	0	1

Number of Relocations	R	1	2	3	4	5	6	All
Number of Relocations – HT4 (Data to 20 th March Only)	2	0	3	0	2	1	0	9
No of Pupils	2	0	3	0	1	1	0	7
Boys	2	0	3	0	1	0	0	6
Girls	0	0	0	0	0	1	0	1
Pupil Premium	0	0	0	0	1	0	0	1
SEN K	0	0	2	0	1	0	0	3
EHCP	0	0	0	0	0	0	0	0
WHB	0	0	1	0	0	0	0	1

Points to Note regarding the Data

- There has been a recalibration of the behaviour format within SIMS in order to streamline it with the requirements suggested by the DSG. These alterations have resulted in changes from the Autumn data on the relocation figures and internal exclusions which were shown on the previous report, hence the requirement to show the comparison.



- Two children, two from Year 1 and two from Year 4 have left the school during the Spring term.
- Behaviour across school throughout the day is improving.

What monitoring processes have taken place to inform this report?

- Weekly reports produced and discussed at ILT meetings.
- Findings showed that as a whole the learning environment was calm, with students engaged in learning.
- Gemma Smith (behaviour lead) meets with identified pupils at the start of the morning and afternoon sessions to discuss general wellbeing.
- Certain groups eat lunch with Gemma in order to promote bonding within friendship groups.

What are the main strengths you have found through the monitoring process?

- The learning environment is conducive to high levels of engagement and progress.
- There are clear and well understood routines in place that are having a positive impact on behaviour.
- Staff feel supported and empowered to deal with behaviour incidents effectively.
- Communication between staff is a real strength leading to greater consistency of approach collectively and individually.
- Behaviour reports and school discipline procedures have reduced the amount of students missing their learning time.

What are the areas that you have identified through the monitoring process that need attention?

- More focus was required for years 2 and 4 where there was a higher proportion of repeat offenders.

What are the implications for pedagogy?

- Staff set high expectations for behaviour and learning within lessons.
- There is a leadership expectation that lessons are engaging and motivational.

What are the implications for the curriculum?

Gemma is embedding the therapeutic interventions required for our SEMH students.

- Staff are delivering 'Thrive' interventions that look at the gaps in a child's development and look at strategies to enable students to regulate their emotional responses.
- Mentoring is available to students that require pastoral care and support.

What are the implications for Leadership?

- To ensure Miss Smith, Mrs Newman and Miss Noel complete the THRIVE training and continue to attend network meetings with colleagues from Thomas Arnold Primary.



To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum: -

- Clubs hosted in 19-20 were:
 - Baking
 - Penathlon
 - Rugby
 - Tuition
 - Trampolining
 - Multisports
 - Karate
 - Football
 - Choir
- 89 out of 133 pupils at school attended 1, or more clubs.
- 42% of this number were pupil premium pupils.
- 66% of pupil premium children attended 1, or more clubs.
- 45% of PP pupils attended 2+ clubs.
- 29% of PP pupils attended 3+ clubs.
- 11% of PP pupils attended 4+ clubs.

School to support the wellbeing of children and their families: -

- Strategic Safeguarding Lead in post from September 2019.
- Headteacher and Deputy both DSL trained by NSPCC.
- Weekly Inclusion Leadership Team (ILT) meeting took place with SENCo and Behaviour Lead to discuss all vulnerable pupils.
- Monthly Nurse drop-in sessions hosted for families.
- Healthcare Plans created by school nurse incorporating parental voice and information from other outside agencies shared with staff.
- Several referrals made swiftly to Social Care Team prior and during school closure.
- Links between Eastbrook staff and counterparts at Thomas Arnold to develop Thrive practice.

Improved levels of attendance, punctuality, and a decrease in Persistent Absentees: -

- Weekly attendance meetings with Headteacher and Attendance Officer.
- Weekly awards for best class attendance.



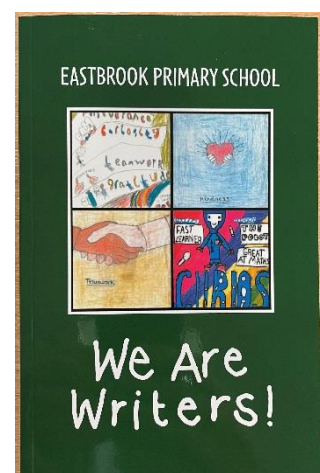
- End of term 100% attendance winners awarded.
- End of term prize draw for 100% attendance pupils.
- Colour coded letters sent home termly Green = 95.8%+, Yellow= 95.8-93% and Red=Below 93%
- Weekly Newsletter attendance updates showing previous week and annual percentages for each class and school total
- Lates regarding punctuality sent to parents to encourage improvement. Failed improvement will result in meeting with school Head and attendance officer. Any failure after meeting with Headteacher to result in reporting to BDSIP Attendance officer for fining.

Attendance interventions were only able to run until March when the countrywide lockdown came into place. PP students experienced a similar drop in attendance to non-PP meaning they were still more likely to have a lower attendance than non-PP.

	<u>2018/19</u>	<u>2019/20</u>
PP	93.29	94.00
Non-PP	94.51	94.70
Difference	-1.22	-0.7

Increase vocabulary, reading and phonics achievement throughout school: -

- Phonics booster groups began in Autumn 2019 for EY and KS1.
- We covered staff members who observed outstanding phonics practice at another school.
- 2 English tuition groups began in Spring 1 in Yr2.
- Lunchtime interventions focusing on reading and grammar.
- KS1 library visits took place.
- Daily Supported Reading (DSR) began in KS1 to help support vocabulary acquisition and reading.
- RWI phonics training for all.
- Bug Club comprehension implemented across KS2 with associated online reading platform.
- 2 reading tuition groups in Yr6 began Spring 1.
- A lot of financial investment on high quality texts to support Power of Reading teaching of writing.
- We published a collection of pupils work in a 'We Are Writers' book and purchased a copy for every class.
- Considerable expenditure on topics such as WW2 to enable more visual and 'hands-on' learning that enabled retention of vocabulary.





- Author visit (Neil McDonald) who put on inspirational workshops across the school.
- This year, in Yr2, Wk6 12.5% of PP pupils passed the check. In Wk9 37.5% of PP pupils passed.
- Currently 87.5% of PP pupils are on track to pass in Yr2 in December (89.4% of non-PP pupils are on track to pass).
- In 2020 our Star Reader data shows all PP pupils are on average making more progress than the non-PP pupils.
- Indicators show that PP pupils have made 7 months' progress since September 2020 whilst non-PP pupils have made 3 months. We conclude the PP gap is narrowing across the school.