

# Eastbrook Primary Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	Eastbrook Primary School				
Academic Year	2020-21	Total PP budget	£50,437	Date of most recent PP Review	Autumn 1
Total number of pupils	161	Number of pupils eligible for PP	49 (30.43%)	Date for next internal review of this strategy	February 2021

2. Current attainment. The last published data is from Summer 2019.		
Key Stage One	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected+ in reading, writing and maths	40	73.7
% achieving expected+ in reading	60	78.9
% achieving expected+ in writing	40	78.9
% achieving expected+ in maths	60	78.9
% achieving at greater depth in reading	20	26.3
% achieving at greater depth in writing	0	21.1
% achieving at greater depth in maths	20	21.1
% achieving expected in phonics screening check	72.7	76.5
EYFS	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected GLD	50	76.2
% achieving expected in literacy	50	76.2
% achieving expected in maths	66.7	76.2

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

#### In-school barriers

<b>A.</b>	Academic	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
<b>B.</b>	Wellbeing	Some pupils need to develop their independence, resilience and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure.
<b>C.</b>	Enrichment & Engagement	Children having a range of opportunities to participate in all activities offered in school.

#### External barriers

<b>D.</b>	Wellbeing	Pupils and their families have social & emotional difficulties, including medical and mental health challenges.
<b>E.</b>	Enrichment & Engagement	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as suitable devices, Wi-Fi etc.)
<b>F.</b>	Academic	Language and vocabulary skills (speaking & reading skills).

#### Desired outcomes

<b>A.</b>	Continue to reduce the difference between PP and non-PP students in progress and attainment.
<b>B.</b>	Fewer pupils with low self-esteem and more pupils with greater independence.
<b>C.</b>	To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.
<b>D.</b>	School to support improving the wellbeing of children and their families
<b>E.</b>	Improve access to enrichment activities and learning activities beyond the school.
<b>F.</b>	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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have fallen behind make accelerated progress and catch-up or exceed prior attainment standards.	<ul style="list-style-type: none"> <li>All disadvantaged children make expected progress (e.g. Expected to expected, or greater depth to greater depth) from prior attainment data</li> <li>Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic</li> <li>Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons</li> <li>Markbook assessment tool introduced to staff with training and it is being used successfully to track pupils attainment and progress</li> </ul>	Data Pupil progress meetings	HT MLT PLT SENCo	Autumn- Markbook introduced
To ensure targeted children receive high-quality intervention monitored by PLT and SENCo.	<ul style="list-style-type: none"> <li>Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by intervention leader and impact of each intervention will be measured</li> </ul>	Online tracking tools  Provision map	HT DHT PLT SENCo	By Spring 1
Improve progress and outcomes for pupils in Phonics by training new staff on the use of RWI scheme and resources and ensuring this is timetabled and taught.	<ul style="list-style-type: none"> <li>All necessary resources purchased</li> <li>Training taken place for leaders and staff</li> <li>Progress and attainment for PP pupils improves and the gap narrows</li> <li>Regular assessment data is used to inform groupings and next steps</li> </ul>	Data  Learning observations	HT English LoL PLT	Autumn 1 introduction Delivery ongoing
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"> <li>Pupil progress meetings are planned</li> <li>Meetings take place 3 times a year after an assessment week</li> <li>Intelligent use of gap analysis information informs planning, grouping and intervention</li> <li>Staff know their groups of pupils well</li> </ul>	Data Pupil Progress Meeting minutes Intervention	HT DHT	3 progress meetings per year following Assessment Weeks
To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books.	<ul style="list-style-type: none"> <li>Quantity/quality of reading in each class it at the level for each child (using Accelerated Reader (AR) to obtain ZPD range)</li> </ul>	Pupil voice  Stakeholder questionnaires	English LOL	Termly  World Book Day 4 <sup>th</sup>

	<ul style="list-style-type: none"> <li>• Children are regularly testing and receiving 85%+ and are reading for at least 25 minutes per day (20 minutes for KS1)</li> <li>• Teachers to regularly update and celebrate AR</li> </ul>			March
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"> <li>• At the end of each Year gaps to be closing between PP and non-PP children</li> <li>• On average the gap between pupil premium and non-pupil premium to be no higher than 10% in reading, writing and maths</li> </ul>	Data Pupil Progress Meeting minutes Intervention	HT DHT	Very early baseline assessment plus 3 Assessment Weeks per year

Objective B: Reduce number of pupils with low self-esteem and increase pupil independence.				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.	<ul style="list-style-type: none"> <li>Set up a "Rainbow Room" by identifying a suitable space and resourcing it appropriately</li> <li>Timetabling the use of the Rainbow Room</li> </ul>	Thrive and behaviour monitoring records	HT ILT  Thrive Practitioners	Room established prior to new academic year.
Three members of staff enrolled on 'Thrive' training and supported to qualify with 'Thrive Practitioner' status.	<ul style="list-style-type: none"> <li>Three members of staff enrolled on 'Thrive' training and to have attended networking events</li> <li>All enrolled, supported to complete course and qualify</li> </ul>	Qualification records	HT  Enrolled staff	By Spring 1
Vulnerable pupils identified through ILT to attend Thrive sessions.	<ul style="list-style-type: none"> <li>Pupils identified through ILT discussions</li> <li>Pupils allocated a staff member to lead their 1:1 sessions in the Rainbow Room</li> </ul>	Vulnerable pupil tracker	ILT  Thrive team	Ongoing
All staff Trained by LBBD Thrive Lead in what Thrive is, what it does and how to carry out pupils profiling.	<ul style="list-style-type: none"> <li>Staff understand the Thrive approach and its benefits to raising self-esteem</li> <li>Staff carry out pupil profiling once a term</li> <li>Staff understanding of pupils' emotional wellbeing improves so they can support them better in class</li> </ul>	CPD record	HT  Katie Parks	Katie Parks training Autumn 1  Thrive Practitioners qualify Autumn 2
Staff ensure that pupils are encouraged to think and act for themselves and are not given a level of help/support that is to the detriment of their independence.	<ul style="list-style-type: none"> <li>Learning observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff</li> <li>Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud'</li> <li>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support</li> </ul>	Work produced in books  Learning observations	All staff	From Autumn 1

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
Increase the number of extra-curricular activities on offer. This is not exclusively 'clubs' but additional activities that could be curriculum linked.	<ul style="list-style-type: none"> <li>Reintroduce post-lockdown clubs as and when safe to do so.</li> <li>Number of PP pupils attending clubs increases</li> <li>Staff introduce extra-curricular activities within the timetable</li> <li>Extra-curricular 'subject' section to be added to the website</li> </ul>	<p>Club registers</p> <p>Website</p>	<p>HT</p> <p>PE LoL</p> <p>Class teachers</p>	<p>From September</p> <p>New website section by Spring 1</p>
Educational visits, when they return, are subsidised to ensure access for all.	<ul style="list-style-type: none"> <li>No PP child is denied access to educational visits or guests to school</li> </ul>	PP register	<p>HT</p> <p>Class teachers</p>	Ongoing
Purchase of additional resources to specifically support the needs of PP pupils.	<ul style="list-style-type: none"> <li>Resources purchased to help support pupils both in school and at home (phonics cards, maths packs, Toe by Toe etc.)</li> <li>Noticeable impact on PP learning</li> </ul>	<p>Work in books</p> <p>Pupil progress data</p>	<p>HT</p> <p>Class teachers</p>	Ongoing monitoring of needs

Objective D: School to support the wellbeing of children and their families.				Wellbeing
Actions	Success criteria	How this will be measured	Person responsible	Timescale
SENCo and Behaviour Lead identify and support families and children and work to alleviate barriers to learning.	<ul style="list-style-type: none"> <li>Staff are fully aware of the needs of families via ILT and contact with LBBD services</li> <li>Welfare calls are made to families and advice and support is given</li> <li>School liaises with external agencies to better support pupils and families</li> </ul>	Families identified and support given recorded on school's system.	SENCo Behaviour lead	Weekly ILT meetings
Identified children are invited to breakfast club and different therapy sessions (e.g. Thrive). Some vulnerable children are also allocated a PP mentor (Behaviour Lead) who will meet with them regularly and provide support/alleviate barriers.	<ul style="list-style-type: none"> <li>Thrive is supporting the children who need it most as a priority</li> <li>Sand/Lego therapy etc. is well resourced and timetabled</li> </ul>	Breakfast club register  Thrive timetable	ILT Behaviour lead	From Autumn 1
Signpost families to support available locally e.g. food banks, financial support, counselling services etc.	<ul style="list-style-type: none"> <li>Families receive support from agencies</li> <li>Engagement with families improves further</li> <li>Level of need decreases</li> </ul>	MyConcern  Correspondence with Social Care Team	ILT School nurse	From Autumn 1
School to host school nurse drop-in sessions	<ul style="list-style-type: none"> <li>Parents attend drop-ins</li> <li>Engagement with school nurse increases</li> <li>Families have issues addressed quickly</li> </ul>	Contact with school nurse	SENCO	Ongoing
All staff aware of specific needs of the pupils in their care	<ul style="list-style-type: none"> <li>All relevant information shared between families, outside agencies, office, DSL, SENCO and staff</li> <li>Relevant documentation reviewed and updated regularly (e.g. care plans/EHC)</li> </ul>	SENCO	HT ILT SENCO All staff	From September 2020  Reviewed with as roll changes

Objective E: Improve access to enrichment activities and learning activities beyond the school.				Enrichment & Engagement
Actions	Success criteria	How this will be measured	Person responsible	Timescale
Provide pupils with a breadth of experiences that enable them to contextualize their learning.	<ul style="list-style-type: none"> <li>Character and Academics curriculum will provide pupils with exciting, varied and multi-platformed learning</li> <li>Staff will plan a wide range of visits and events to inspire pupils and enhance learning and provide memorable experiences</li> </ul>	Website evidence	HT  LOLs  Class teachers	From Autumn 1
School will deliver an engaging, broad and varied character and academics curriculum.	<ul style="list-style-type: none"> <li>Children will be exposed to a wide range of social, cultural, enrichment, sporting and character building experiences within (and outside) the school day</li> <li>Forest School takes place for all pupils regularly</li> </ul>	Website evidence  Action plan evaluations	HT  LOLs  Class teachers	From Autumn 1
School to provide children with access to technology which they cannot access at home. Following 'Digital Deficit' survey, additional devices will be purchased to provide a loan service from school to home.	<ul style="list-style-type: none"> <li>Bug Club/MyOn/TT Rockstars clubs to be offered to children during lunchtime so that they can use the internet/iPads which are available in school</li> <li>Children are given opportunities every day to take AR quizzes and change their reading book</li> <li>Project based homework will support the link between home and school to enrich the children's learning experiences more.</li> <li>Online engagement increases</li> </ul>	Registers	HT	From Autumn 1
School to provide staff with specific technology in class to enable pupils at home to access learning being delivered on-site.	<ul style="list-style-type: none"> <li>Classrooms are fully equipped to provide live-stream learning to any pupils at home</li> </ul>	Inventory	HT	From Autumn 1

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.	<ul style="list-style-type: none"> <li>Resources purchased including props for role play</li> <li>CLL assessment in Reception is in line with National</li> <li>6<sup>th</sup> form pupils involved in engaging pupils in activities and increasing language opportunities</li> </ul>	Data Observation	HT Class teacher	Autumn Term
Increase number intervention groups for phonics and reading.	<ul style="list-style-type: none"> <li>Additional TAs employed</li> <li>Intervention group timetable created</li> <li>Changes to EY timetable to include reading time</li> <li>Accelerated progress in phonics and reading</li> </ul>	Data	HT English LoL	From Autumn 2
Employ an EAL practitioner to support pupils in class and in separate intervention groups.	<ul style="list-style-type: none"> <li>Member of staff appointed</li> <li>Timetabled support in class and delivering group intervention/pre-teaching</li> <li>PP EAL pupils make accelerated progress</li> </ul>	BELL Assessment data	HT EAL Lead	Ongoing
Introduce Bug Club Comprehension in to guided reading sessions.	<ul style="list-style-type: none"> <li>Resources purchased</li> <li>INSET or staff</li> <li>Timetabled sessions taking place</li> <li>PP pupils improve comprehension skills</li> </ul>	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.	<ul style="list-style-type: none"> <li>Purchase Bug Club, RWI Book Bag Books, TestBase</li> <li>Every class has a quality book corner</li> <li>Reading cupboard created to keep all resources together and orderly</li> <li>Children reading more at home</li> <li>PP pupils better able to</li> </ul>	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	£17,000	
		Wellbeing	£13,000	
<b>TOTAL</b>	<b>£50,437</b>		<b>£51,000</b>	