

Eastbrook Primary School

Pupils Premium Strategy Statement 2021-2022

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	Eastbrook Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024 (3 year plan)
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Evan Hollows
Pupil premium lead	Evan Hollows
Governor lead	Richard Gough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£23,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,165

Part A: Pupil premium strategy plan

Statement of intent

At Eastbrook we believe that a truly outstanding school is one that enables all children to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond.

All decisions relating to the use of our Pupil Premium funding are influenced by our detailed knowledge of our school; its context and the challenges faced by the community. Strongly evidenced findings from research conducted by the Education Endowment Foundation (EEF) will be used to inform and support our decision making when developing an effective Pupil Premium Strategy through:

- Diagnosing the challenges faced by pupils within our school.
- Using strong evidence to inform decision making.
- Implementing the strategy effectively.
- Monitoring and evaluating the effectiveness of our Pupil Premium Strategy.

Common barriers for disadvantaged children can be less support at home, weaker language and communication skills, low confidence, more frequent behaviour difficulties and issues around attendance and punctuality. There are also more likely to be complex family situations that can prevent children from flourishing.

The key goals for our disadvantaged pupils are for them to be at school every day, have access to at least good or better teaching and for them to reach their full potential. We hope that by achieving these goals, and by providing them with the cultural capital they need to thrive in society, that we will ultimately be raising aspirations, promoting social mobility, and working towards creating adults who are active, contributory and valued members of the community.

To achieve these goals, our top priority is that children are receiving excellent teaching first and foremost. A large proportion of the pupil premium budget will therefore be spent on ensuring that teachers are delivering high quality lessons and that all staff are supported to deliver good and outstanding lessons. This will ensure that all children get a fair deal and make the same progress regardless of the classroom they are in. Where additional support is still needed to enable children to reach their potential, the next largest proportion of the funding will be spent on the most effective interventions for our children in order to support them to catch up and keep up with their learning.

The key principles of our strategy are therefore as follows:

- To ensure that teachers are equipped to deliver good lessons all day, every day.
- To enable teachers to build strong relationships with pupils - through smaller class sizes where necessary - to support pupils with social and emotional needs and so that all pupils (but particularly those with a history of persistent absence) want to attend school every day.

- To provide, what research shows, are the best targeted interventions so that disadvantaged pupils can catch up where needed and keep up with their peers.
- To provide opportunities for children to gain a wealth of experiences whilst at Eastbrook to build their cultural capital so that this is not a barrier to any future opportunities.

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in learning for some pupils - including PP pupils - due to school closures during Covid19 and pupils not always being able to access learning at home. As a result, some pupils' basic skills are poor, including communication, speaking and listening, and reading.
2	Some pupils - including PP pupils - are working below the national average and need intervention to reach the expected level.
3	Some children have emotional needs that require support in order for them to be ready to learn.
4	Cultural capital and vocabulary knowledge are weak for some children, in part due to poor home lives and limited opportunities which do not provide them with the background knowledge or language needed to access certain elements of the curriculum.
5	Poor attendance and punctuality are a problem in some instances.

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
All PP pupils make at least expected progress through quality first teaching in all lessons.	<ul style="list-style-type: none"> • All children will make at least expected progress. • Those below age related expectations will make accelerated progress to close the gap.
All children are emotionally ready for learning.	<ul style="list-style-type: none"> • All children who have been identified as having social or emotional needs will be supported

	effectively in order to engage positively with learning and make good progress.
Basic skills (communication/speaking and listening/reading) improve for PP children.	<ul style="list-style-type: none"> Children identified for intervention will make at least expected progress and achieve their full potential.
All pupils will have access to an enriching curriculum which enhances their life experiences and raises their expectations and aspirations.	<ul style="list-style-type: none"> Children will engage and participate fully in a balanced and broad curriculum. Children will take part in activities both inside and outside of the classroom to enhance their learning and build background knowledge.
Improved attendance and punctuality will lead to improved progress.	<ul style="list-style-type: none"> Overall attendance will increase. The number of children who are persistently absent will decrease.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF Guide to Supporting school planning</p>	1 2 4

<p>Programmes to support high quality learning and teaching</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>EEF Teaching and Learning Toolkit RWI Phonics Reading comprehension strategies</p>	<p>1 2 4</p>
<p>Non-class based Deputy Headteacher to support the teaching of maths in Year Six.</p>	<p>Extra teaching capacity created in Year Six, where the proportion of PP pupils, including those with additional needs, is high.</p> <p>This will provide two skilled teachers across the cohort, teaching small groups.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>The EEF Toolkit states that as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils,</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1 2 4</p>
<p>Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (e.g., RWI)</p>	<p>See evidence above for the use of specific programmes.</p> <p>Written reports from RWI Development Days.</p> <p>EEF Teaching and Learning Toolkit RWI Phonics</p>	<p>1 2 4</p>
<p>Thrive Interventions</p>	<p>Social and emotional learning interactions with others and self-management of emotions impacts on attitudes to learning and social relationships in school which increases progress in attainment.</p>	<p>3 5</p>

	<p>Thrive sessions will be carried out by our three licensed practitioners.</p> <p>EEF Teaching and Learning Toolkit Thrive Screening</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coram Beanstalk	<p>There is a wealth of research showing that when we read because we want to – not because we are being told to or feel we have to – it makes a significant difference to how successful we are in education, how good we feel and how well we do in life. Coram Beanstalk have been putting a 'reading for pleasure' approach to work since 1973.</p> <p>Coram Beanstalk's one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers.</p> <p>A trained volunteer from Coram Beanstalk will provide consistent support to identified children who have fallen behind and need more intensive, or longer-term help to change their attitude to reading and build their reading skills, ability and confidence.</p> <p>Coram Beanstalk Reading Programme</p>	1 2 4
Extended Day	<p>Before and after school programmes with a clear structure, strong and clear links to the curriculum led by well-qualified staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	1 2 4

	EEF Teaching and Learning Toolkit Extending School Time	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Provision	Internal evidence shows that breakfast club provision supports some parents with attendance and punctuality.	3 5
The Iliad Project	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive (about an additional three months' progress).</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Years Five and Six will take part in a 6-week drama and writing project with Otherwise Education.</p> <p>EEF Teaching and Learning Toolkit</p>	1 2 4
Forest School and Adventurous Activities	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Teaching and Learning Toolkit</p>	1 2 4

<p>Behaviour lead building close bonds with families and discusses needs, support (including attendance).</p>	<p>EEF Toolkit – Parental Engagement</p> <p>Decrease the number of families in CIN, CP due to increase in families accessing early help intervention.</p> <p>Dedicated person who builds relationships where the parents trust them and feel they will listen to them and provides them with the support they require leading to improved relationships with the school and home lives for the whole family.</p> <p>Parental engagement is the involvement of parents in supporting their children's academic learning. It includes-</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or computing skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>3 5</p>
<p>Attendance Manager role created for 2021-2022</p> <p>Supports families to improve attendance and works closely with the LA to identify families in need of support, following LBBD protocols.</p>	<p>Attendance data.</p> <p>Data shows children who attend school regularly make the most progress.</p> <p>Dedicated person who monitors attendance who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	<p>5</p>

Total budgeted cost: £102,000

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The table below shows the last published national attainment data from Summer 2019.

Key Stage One	Pupils eligible for PP	Pupils 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

The table below shows school's own performance data from Summer 2021.

Key Stage Two	Pupils eligible for PP	Pupils 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

Key Stage One	Pupils eligible for PP	Pupils 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

The table below shows the difference between the pupil premium pupils and non-pupil premium using internal data from 2020-2021 (% achieving expected standard, or better).

Year	No. of PP	No. on Non-PP	Reading	Writing	Maths
1	4	17	+41	+41	+41
2	5	23	-23	-38	-23
3	11	17	-6	-15	-9
4	7	22	+7	+7	+3
5	8	8	+12	+25	+25
6	9	6	-5	-5	-16

Evaluation 2020-2021

Objective	Evaluation												
Continue to reduce the difference between PP and non-PP pupils in progress and attainment.	<p>During 2020-2021 academic year, we had 44 (32%) PP pupils and 93 (68%) non-PP pupils from years 1 to 6. The table below shows attainment (Expected standard and above) in reading, writing and maths for these two groups.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (44)</td> <td>77%</td> <td>72%</td> <td>72%</td> </tr> <tr> <td>Non-Pupil Premium (93)</td> <td>73%</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table> <p>Across the school, there were certain year groups where the attainment of Pupil Premium children exceeded that of Non-Pupil Premium (Years 1, 4 and 5 in the table above); In years 2, 3 and 6 it was below. However, as a school there was no difference in writing and maths with 4% more PP pupils achieving or exceeding the expected standard in reading.</p>		Reading	Writing	Maths	Pupil Premium (44)	77%	72%	72%	Non-Pupil Premium (93)	73%	72%	72%
	Reading	Writing	Maths										
Pupil Premium (44)	77%	72%	72%										
Non-Pupil Premium (93)	73%	72%	72%										

	<p>How did we achieve this?</p> <ul style="list-style-type: none"> - Teachers invested heavily in ‘reconnecting’ with pupils and focusing on wellbeing at the start of the new year. - All children were assessed early, and assessment data was used intelligently to focus teaching on the needs of the pupils. We were able to clearly see where gaps in knowledge and skills were. - Specific interventions e.g. Toe by Toe and RWI Fresh Start programme was put in place for PP pupils to help them catch up, or be extended. - We invested heavily in devices and prioritised the PP children so that every one of them had the equipment they needed to access online learning at any time. - Throughout Spring lockdown, we continued with a full online timetable that mirrored the school day. - We have rigorous monitoring processes that enable teachers to develop into even better practitioners. This in turn ensures quality first teaching for all.
<p>Fewer pupils with low self-esteem and more pupils with greater independence.</p>	<p>The functioning of the Thrive programme (profiling work and sessions with pupils) was punctuated by Covid throughout the year. However, we did see a 12% reduction in pupils deemed to have low self-esteem throughout the year.</p> <p>Evidence from Learning Observations showed a big reduction in ‘learned dependency’ that had been noticeable the previous year. TAs worked across the class and not with specific groups regularly.</p> <p>How did we achieve this?</p> <ul style="list-style-type: none"> - A designated room was created for Thrive session with pupils (The Rainbow Room). This enabled pupils to have a designated, comfortable space to discuss and reflect upon their behaviours and emotions. - Three members of staff completed their Thrive Practitioner course. - Through weekly conversations during Inclusion Leadership Team meetings pupils were discussed and actions put in to place to help improve esteem, behaviour, engagement and independence. - Training and conversations to heighten awareness for teachers and TAs. - We greatly developed our work in character education and increased conversations around virtues and virtuous behaviour that lead to children being more open about their feelings and thoughts,
<p>To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.</p>	<p>Due to Covid-19, our extra-curricular provision was extremely hampered.</p> <p>We did ensure that all PP children had internet access and a suitable device on which to complete work and</p>
<p>School to support improving the wellbeing of children and their families.</p>	<p>school invested in specific well being books for upper key stage two pupils to enable them to reflect better on the emotional state.</p> <p>School provided 250 food bank vouchers two vulnerable families and those in greatest need of support.</p>

	<p>Three trained Thrive practitioners in school devised a detailed programme of support for specific pupils identified from the vulnerable pupil register. The work that took place in Thrive sessions with these pupils gave them therapeutic support and enable them to discuss their feelings and emotions openly with a trusted adult. This provided these pupils with a greater degree of deregulation that help them improve relationships with their peers and other adults including family members.</p> <p>our behaviour lead was able to provide invaluable support to family members and offer early help to develop strategies in the home that supported improvements in behaviour and increased engagement in home learning.</p>												
<p>Improve access to enrichment activities and learning activities beyond school.</p>	<p>This area of focus within our Pupil Premium plan was the worst affected by Covid-19. We were not able to run anywhere near as many clubs as we had hoped.</p> <p>Throughout the academic year we provided several online and virtual curriculum enrichment experiences, these included themed workshops e.g. Cleopatra and Florence Nightingale. we also provided our children and families an online Christmas pantomime.</p> <p>Where activities were deemed COVID secure, we ensured maximum participation for our pupil premium children. This includes a significant increase in class participation in forest school activities within the school's grounds.</p> <p>In Years 3 and 6, swimming lessons were provided and 100% of pupil premium children attended.</p>												
<p>Increase vocabulary, reading and phonics achievement throughout school.</p>	<p>Our children progressed more rapidly in phonics attainment this year than in any previous year.</p> <p>In Year 2, 81% of pupils passed the phonics screening check. The breakdown of attainment of PP and non-PP children is in the table below.</p> <table border="1" data-bbox="762 1373 1313 1485"> <thead> <tr> <th></th> <th>Yr2 Phonics</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (6)</td> <td>63%</td> </tr> <tr> <td>Non-Pupil Premium (23)</td> <td>90%</td> </tr> </tbody> </table> <p>In Reception, our Communication, Language and Literacy (CLL) assessments were slightly below 2019's national data (School - 71%, National 2019 - 72.6%). However PP pupils outperformed non-PP children. See below.</p> <table border="1" data-bbox="762 1697 1313 1809"> <thead> <tr> <th></th> <th>CLL</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (4)</td> <td>75%</td> </tr> <tr> <td>Non-Pupil Premium (20)</td> <td>70%</td> </tr> </tbody> </table> <p>How did we achieve this?</p> <ul style="list-style-type: none"> - We invested heavily in resources (including the catch -up Fresh Start programme) and a support package from Read Write Inc. (RWI). - English lead led weekly Support Sessions on a Friday after school in order to share the training materials. This increased subject 		Yr2 Phonics	Pupil Premium (6)	63%	Non-Pupil Premium (23)	90%		CLL	Pupil Premium (4)	75%	Non-Pupil Premium (20)	70%
	Yr2 Phonics												
Pupil Premium (6)	63%												
Non-Pupil Premium (23)	90%												
	CLL												
Pupil Premium (4)	75%												
Non-Pupil Premium (20)	70%												

knowledge and confidence of practitioners. As a result of having more staff members trained, we were able to have more phonics groups running.

- The whole school timetable was changed to accommodate phonics and reading sessions.
- During lockdown in Spring 2021 our younger pupils; particularly those in Reception and Year 1, had a lot of parental support during online learning. This resulted in family members being a lot more involved in learning and better able to support their children.
- We heavily resourced the indoor and outdoor provision in Reception- this included language-rich activities such as role playing.
- We introduced Bug Club Comprehension in to guided reading sessions for KS2. This provided a clearly progressive structure for teachers and the pupils enjoyed the texts, leading to greater engagement.

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
Read Write Inc. Phonics	Oxford Owl
Inspire Maths	Oxford Owl
Bug Club Comprehension	Pearson