

# Eastbrook Primary School



## Pupils Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	200
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Evan Hollows
Pupil premium lead	Evan Hollows
Governor lead	Michela Pescucci-Dash

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330
Recovery premium funding allocation this academic year	£13,285
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£93,615</b>

## 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	Pupils show gaps in their oral language skills. These are evident from Reception through to Key Stage 2 and in general are more prevalent among our disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition than their peers. This negatively impacts their development as readers.
3	Some pupils - including PP pupils - are working below the national average and need intervention to reach the expected level.
4	Some children have emotional needs that require support in order for them to be ready to learn.
5	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.
6	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"> <li>• All children will make at least expected progress.</li> <li>• Those below age related expectations will make accelerated progress to close the gap.</li> </ul>

Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
All children are emotionally ready for learning.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Basic skills (communication/speaking and listening/reading) improve for PP children.	<ul style="list-style-type: none"> <li>Children identified for intervention will make at least expected progress and achieve their full potential.</li> </ul>
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"> <li>Children will engage and participate fully in a balanced and broad curriculum.</li> <li>Children will take part in activities both inside and outside of the classroom to enhance their learning and build background knowledge.</li> </ul>
Improved attendance and punctuality will lead to improved progress.	<ul style="list-style-type: none"> <li>Overall attendance will increase.</li> <li>The number of children who are persistently absent will decrease.</li> </ul>

## 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 (CPD, recruitment and retention of staff)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NfER) and related teacher materials.</p> <p>Ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><b>NfER standardised assessments &amp; teacher resources</b>  <b>FFT Aspire assessment tracking tools</b></p>	<p>1 2 4</p>
<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><b>EEF Teaching and Learning Toolkit</b>  <b>RWI Phonics</b>  <b>Reading comprehension strategies</b></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</p>	<p>1 2 4</p>

	receive will increase, improving outcomes for pupils,  <b>EEF Teaching and Learning Toolkit</b>	
Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (e.g., RWI)	See evidence above for the use of specific programmes.  Written reports from RWI Development Days.  <b>EEF Teaching and Learning Toolkit</b> <b>RWI Phonics</b>	1 2 4
Thrive Interventions	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.  Thrive sessions will be carried out by our three licensed practitioners.  <b>EEF Teaching and Learning Toolkit</b> <b>Thrive Screening</b>	3 5 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coram Beanstalk	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.  Coram Beanstalk's one-to-one reading support is proven to help improve the reading attainment,	1 2 4

	<p>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><b>Coram Beanstalk Reading Programme</b></p>	
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> <p><b>EEF Teaching and Learning Toolkit Extending School Time</b></p>	<p>1 2 4</p>

## Wider strategies (attendance, behaviour, wellbeing, visits)

Budgeted cost: £35,000

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
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><b>EEF Teaching and Learning Toolkit</b></p>	1 2 4

<p>New Learning Mentor role created to provide academic and pastoral support for pupils and families.</p> <p>Learning Mentor building close bonds with families and discusses needs, support (including attendance).</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"> <li>• approaches and programmes which aim to develop parental skills such as literacy or computing skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><b>EEF Toolkit – Parental Engagement</b></p>	<p>3 5</p>
<p>Attendance Manager role to be filled.</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>6</p>

**Total budgeted cost: £95,000**



## 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 2021 to 2022 academic year.

The table below shows school's attainment data from Summer 2022.

Year		READING			WRITING			MATHS		
		PP	Non-PP	Diff	PP	Non-PP	Diff	PP	Non-PP	Diff
2	%	100	86	+14	100	76	+24	100	71	+29
	SS	104.7	101.3	+3.4	106	101	+5	101.3	99.9	+1.4
3	%	81	88	-7	74	85	-11	78	84	-6
	SS	103.7	105.4	-1.7	104.4	105.3	-0.9	102.8	105.3	-2.5
4	%	60	93	-33	50	93	-43	80	87	-7
	SS	100.7	106.8	-6.1	101.8	107.2	-5.4	103.8	107.2	-3.4
5	%	85	83	+2	69	83	-14	77	83	-6
	SS	106.5	107.4	-0.9	105.1	107.2	-2.1	105	107.8	-2.8
6	%	78	89	-11	78	89	-11	56	94	-38
	SS	103	105.9	-2.9	104.8	105.5	-0.7	101	106.1	-5.1
Sch. Ave.	%	81	88	-7	74	85	-9	78	84	-6
	SS	103.7	105.4	-1.7	104.4	105.2	-0.8	102.8	105.3	-2.5

The table below shows school's progress data between Autumn 2021 and Summer 2022.

Year		READING			WRITING			MATHS		
		PP	Non-PP	Diff	PP	Non-PP	Diff	PP	Non-PP	Diff
2	%	0	38	-28	0	43	-43	0	28	-28
	SS	2.4	7.6	-5.2	4.7	7.4	-2.7	1.1	5.4	-4.3
3	%	18	16	+2	14	10	+4	17	20	-3
	SS	7.0	5.75	+1.25	6.4	5.9	+0.5	3.8	4.4	-0.6
4	%	10	0	+10	10	6	+4	20	0	+20
	SS	2.2	1.6	+0.8	1.2	0.9	+0.3	2.0	2.0	0.0
5	%	46	33	+13	31	25	+6	30	25	+5
	SS	12.4	9.9	+2.5	11.0	9.5	+1.5	8.2	8.3	-0.1
6	%	13	0	+13	14	0	+14	11	21	-10
	SS	6.0	8.9	-2.9	8.7	9.6	-0.9	4.0	6.7	-2.7
Sch. Ave.	%	17	17	0.0	14	17	-3	16	19	-3
	SS	6	6.75	-0.75	6.4	6.66	-0.22	3.82	5.36	-1.54

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc. Phonics	Oxford Owl
White Rose Maths	White Rose Maths
Bug Club Comprehension	Pearson
1:1 Reading Intervention	Coram Beanstalk