

Eastbrook Primary School



Pupils Premium Strategy Statement 2022-2023

REVIEWED NOVEMBER 2023

AREAS OF PRIORITY FOR 2023-2024

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
Total budget for this academic year	£93,615

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.

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
<p>All PP pupils make at least expected progress through quality first teaching in all lessons.</p>	<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.
<p>Outcome review</p>	
<ul style="list-style-type: none"> • The school has prioritised the delivery of quality first teaching for all Pupil Premium Pupils, accompanied by ongoing teacher professional development. In addition, the school has expanded the deployment of Oxford Reading Buddy and revised the approach to book banded books for home reading. • As a result of analysing the data produced at the end of the 2022-23 academic year, ongoing CPD for all staff has been arranged, aimed at addressing the results seen in maths across the school. • For detailed data and analysis, see Appendix 1a + 1b 	
<p>Key priorities for improvement</p>	
<ul style="list-style-type: none"> • Maintain and enhance the quality first teaching approach. • Implement rigorous monitoring and evaluation mechanisms to ensure continued progress. This will include learning observations and careful analysis of the data provided by the NFER assessments. • Further develop the deployment of Oxford Reading Buddy and refine the approach to book banded books for home reading, closely monitoring the types of books and frequency PP children are accessing. • Closely monitor children at Key Stage 1 to identify potential for GDS and put support into place to help these children achieve this. 	
<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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.
<p>Outcome review</p>	
<ul style="list-style-type: none"> • More targeted intervention is in place for PP children who have been identified as requiring support with language skills and vocabulary. • Whole school focus on vocabulary has started to have an impact on the overall language skills of all pupils including PP children. • Increased use of Widgit software across the school has assisted with this. 	

- English LoL and SENDCo have been successful in joining an EEF project which gives the school access to Language Link and specialist training to use the software with EYFS and Key Stage 1 children this year.

Key priorities for improvement

- Deliver and monitor the impact of the EEF Language Link programme on our PP children in EYFS and Key Stage 1.
- Work as a staff team to further develop the learning environment to be language-rich.
- Continue work as a staff team to achieve consistency in approach in relation to the format and documents to support learning i.e. Knowledge Organisers for each topic.

Basic skills (communication/speaking and listening/reading) improve for PP children.

- Children identified for intervention will make at least expected progress and achieve their full potential.

Outcome review

- As previous outcome.
- Please see data pack added as Appendix 1a + 1b.

Key priorities for improvement

- As previous outcomes.

All children are emotionally ready for learning.

- 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.

Outcome review

- We had great difficulty in employing a Behaviour Lead in 22-23.
- Employed a Pastoral Lead in Summer 23 who works with pupils in the morning and at lunch, prior to learning, to help regulate themselves.
- Lego therapy and THRIVE sessions in place for groups of pupils.

Key priorities for improvement

- Pastoral Lead to conclude Pupil Wellbeing training.
- Introduce ELSA (Emotional Literacy Support Assistant) Programme with support from school's educational psychologist.

All pupils will have access to an enriching curriculum which enhances their life experiences and raises their expectations and aspirations.

- 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.

Outcome review

- Curriculum reviewed Summer 2022.
- All visit restrictions removed, post-covid.

- Headteacher EVC trained.
- Upper KS2 pupils attended first residential visit since 2019.

Key priorities for improvement

- Improve internal processes by using EVOLVE portal to minimise paperwork and streamline systems.

Improved attendance and punctuality will lead to improved progress.

- Overall attendance will increase.
- The number of children who are persistently absent will decrease.

Outcome review

- Across the school, average attendance of Pupil Premium children was higher than Non Pupil Premium children (see Appendix 2) Nationally, attendance has been an issue facing every school post pandemic but signs of this making a recovery, particularly with our Pupil Premium children are starting to show.
- Pairing the attendance data from Appendix 2 to the attainment data shown in Appendix 1a+b, a positive trend can be seen with the higher percentage of PP attendance being matched with the higher percentage of PP children achieving at least EXS at the end of both Key Stage 1 and Key Stage 2 in almost all assessment areas.

Key priorities for improvement

- Continue post-pandemic work to recover attendance figures to pre-pandemic levels.
- Continue to offer early help and support for vulnerable families to get children into school as often as possible.
- Recently appointed Office Manager/Attendance Officer to continue in role, keeping communication channels open with families.

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>NfER standardised assessments & teacher resources FFT Aspire assessment tracking tools</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>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</p>	<p>1 2 4</p>

	<p>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>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>Thrive sessions will be carried out by our three licensed practitioners.</p> <p>EEF Teaching and Learning Toolkit Thrive Screening</p>	<p>3 5 6</p>

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	<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>	<p>1 2 4</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>EEF Teaching and Learning Toolkit Extending School Time</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>EEF Teaching and Learning Toolkit</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"> • 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>EEF Toolkit – Parental Engagement</p>	3 5

<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>
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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.	%	81	88	-7	74	85	-9	78	84	-6
Ave.	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.	%	17	17	0.0	14	17	-3	16	19	-3
Ave.	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

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

Appendix 1a

End of Key Stage 1 Data (Year 2)

The data gathered but (not shown here) demonstrates that Eastbrook did not follow the trends set by the National and Local authority figures for children not achieving age related expectations at the end of Key Stage 1. A smaller percentage of our Pupil Premium children achieved below the expected standard for the end of Key Stage 1 (Year 2) in every area of assessment compared to their Non Pupil Premium counterparts. Below is the data gathered for EXS and GDS for our Year 2 children in 2022/23.

EXS	Cohort Numbers			Reading			Writing			Maths			Combined RWM		
	Totals	PP	NPP	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff
EBK	34	5	29	80%	58.6%	-21.4%	80%	58.6%	-21.4%	80%	55.2%	-24.8%	80%	51.7%	-28.3%
No. of Chn															
National	643,230	148,740	469,670	54%	72.8%	18.8%	44.5%	65%	19.5%	55.8%	75%	19.2%	40.2%	61%	20.8%
No. of Chn															
LA	3707	960	2747	61%	68.2%	7.2%	53.9%	62.1%	8.2%	61.9%	71.2%	9.3%	49.6%	58.6%	9%
No. of Chn															

The above data demonstrates that 80% of our Pupil Premium children were able to achieve the end of Year 2 expectations. This goes against the trends sent nationally and within the local authority with a higher percentage of our PP children achieving at least EXS compared to the Non Pupil Premium children percentage. This is the same across all three assessed areas and when considering the combined figure. Although our sample size represents a small number of pupils, the positive trend demonstrates the school's ability to ensure Pupil Premium children are able to access the curriculum and achieve in line with their Non Pupil Premium counterparts.

GDS	Cohort Numbers			Reading			Writing			Maths			Combined RWM		
	Totals	PP	NPP	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff
EBK	34	5	29	0%	10.3%	10.3%	0%	10.3%	10.3%	0%	17.2%	17.2%	0%	6.9%	6.9%
No. of Chn				0			0			0			0		
National	643,230	148,740	469,670	9.1%	21.8%	12.7%	3.4%	9.7%	6.3%	7.8%	19%	11.2%	2.3%	7.4%	5.1%
No. of Chn															
LA	3707	960	2747	14%	20.9%	6.9%	6%	10.5%	4.5%	11.3%	18.3%	7%	4%	7.2%	3.2%
No. of Chn															

The above data demonstrates that as of 2022/2023 none of our Pupil Premium children were able to achieve GDS for the end of Key Stage 1 in Reading, Writing or Maths. This figure is likely due to the small sample size in this case and the nature of achieving GDS at this stage of assessment. Our data suggests that we are roughly in line with the trends seen nationally and more locally. This data reaffirms next steps to be taken regarding our Pupil Premium children and being able to identify and nurture those children who demonstrate the ability and potential to reach the GDS in each of the assessed areas. This is something that, under review, will be made a priority for the final year of the current Pupil Premium strategy cycle.

Appendix 1b

End of Key Stage 2 Data (Year 6)

EXS	Cohort Numbers			Reading			Writing (TA)			Maths			GPS			Combined RWM		
	Totals	PP	NPP	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff
EBK	29	11	18	90.9%	83.3%	-7.6%	90.9%	72.2%	-18.7%	63.6%	61.1%	-2.5%	72.7%	72.2%	-0.5%	63.6%	55.6%	-8%
No. of Chn				10	15		10	13		7	11		8	13		7	10	
National	653,240	186,440	443,690	60.2%	77.8%	17.6%	58.2%	77%	18.8%	58.9%	78.7%	19.8%	59%	77.9%	18.9%	44.1%	65.8%	21.7%
LA	3584	1231	2353	65.9%	74.5%	8.6%	64%	75.3%	11.3%	65.8%	79.2%	13.4%	67.4%	78.5%	11.1%	51%	65.2%	14.2%
<p>The above data demonstrates that the themes established at the end of Key Stage 1 for the 2022/23 year are also apparent by the end of Key Stage 2. Consistently, across the board, our Pupil Premium children are achieving the expected standard in all assessment areas at an advanced rate on average when compared to the Non Pupil Premium children. This goes against the trends seen at national and local level in all areas of assessment. This data underpins the quality first teaching approach which is applied across the school.</p>																		
GDS	Cohort Numbers			Reading			Writing (TA)			Maths			GPS			Combined RWM		
	Totals	PP	NPP	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff	PP	NPP	Diff
EBK	29	11	18	36.4%	27.8%	-8.6%	45.4%	22.2%	-23.2%	18.2%	16.7%	-1.5%	27.3%	27.8%	0.5%	18.2%	11.1%	-7.1%
No. of Chn				4	5		5	4		2	3		3	5		2	2	
National	653,240	186,440	443,690	17.5%	33.7%	16.2%	6.6%	16.1%	9.5%	12.8%	28.4%	15.6%	18.5%	34.8%	16.3%	3.2%	9.9%	6.7%
LA	3584	1231	2353	22.7%	29.3%	6.6%	7.2%	11.7%	4.5%	17.3%	33.8%	16.5%	26.9%	40.6%	13.7%	3.2%	7.6%	4.4%
<p>This GDS comparative data for the end of Key Stage 2 provides interesting context when considering the observations made using the end of Key Stage 1 data. This data demonstrates that by the end of Key Stage 2, there is near enough parity between the Pupil Premium and Non Pupil Premium children when it comes to achieving GDS in all assessment areas. In all areas bar GPS, the percentage of PP children achieving GDS is higher than Non Pupil Premium percentages. To the school's credit, this highlights that Pupil Premium children at Eastbrook face less barriers to achieving GDS across the board at the end of Key Stage 2 than they do both nationally and locally.</p>																		

Appendix 2

Attendance data for 2022-2023. Data indicates that PP children had a higher average attendance than non PP children.

