

Pupil premium strategy and self-evaluation – Eastfield Primary 2019-2020 **REVIEW**

| 1. Summary information | | | | | |
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| School | Eastfield Primary School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £303,600 | Date of most recent PP Review | n/a |
| Total number of pupils | 416 | Number of pupils eligible for PP | 249 (59%) | Date for next internal review of this strategy | July 2020 |

| 2. Cohort information | | | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Number of Children | 58 | 59 | 60 | 60 | 60 | 59 | 60 |
| Number of PP | 25 | 26 | 36 | 36 | 38 | 38 | 38 |

| 3. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 71% | 51% |
| % making expected progress in reading (as measured in the school) | 97% | 78% |
| % making expected progress in writing (as measured in the school) | 97% | 83% |
| % making expected progress in mathematics (as measured in the school) | 97% | 84% |

| 4. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Attainment in Reception and Year 1 is lower for pupils eligible for PP than for other pupils. This slows and impacts progress in subsequent years. |
| B. | Self-esteem issues are having an effect on pupil's resilience and ability to learn. |
| C. | Behaviour issues for a small group of SEMH pupils (all eligible for PP) are having a detrimental effect on their academic progress and that of their peers. |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | |

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| D. | Punctuality rates for pupils eligible for PP are 2373 (2.66%) compared to 903 (1.35%) for non PP children. This reduces their school hours, causing them to fall behind on average and unsettles them for the day. | |
| 5. Desired outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | Improve attainment (and therefore English and number skills) for pupils eligible for PP in Reception and Year 1. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| B. | Improve self-esteem for PP pupils | Self-esteem improves and children believe they can achieve! |
| C. | Behavioural issues of SEMH / PP pupils are addressed. | Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). |
| D. | Increased punctuality rates for pupils eligible for PP. | Reduce the number of persistent lates among pupils eligible for PP to 2% or below. |

6. Review of expenditure - Previous Academic Year 2019-20

Outcomes were significantly impacted by COVID-19 School Closure. All statements are based upon review of the strategy in Spring 2020; most evidence is qualitative as a full data set was not available upon which to base judgements.

i. Quality of teaching for all

| Chosen action / approach | Desired outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>A</p> <p>Kinetic Letters training with EYFS and KS1 staff</p> | <p>Writing becomes easier – hand-eye coordination improves</p> <p>Improved writing outcomes</p> | <p>Training undertaken by all staff has provided an understanding of the barriers to writing</p> <p>Presentation across school was starting to improve. Outcomes compared with starting points were better.</p> <p>School closure prevented it being used to best effect and practice embedded.</p> | <p>Strategies identified as part of training were adopted and have informed structures /strategies to be implemented in the next academic year. Across 2020-21 skills and strategies learnt will continue to be used to address handwriting needs.</p> | <p>£1,025.14</p> |
| <p>A</p> <p>Phonics training with all staff, especially EYFS and KS1 staff</p> | <p>Improve phonics attainment</p> <p>Gap closed between PP pupils and all pupils and pupils Nationally</p> <p>Improved reading outcomes</p> | <p>Training undertaken by all staff was provided to develop their understanding of teaching and learning structures and ways to develop skills</p> <p>Reading across school was a focus and children were beginning to talk about the books they were reading. Phonic teaching was starting to improve. Progress in phonics has been limited by school closure although outcomes in Y1 compared with their starting had improved.</p> <p>School closure prevented phonics being used to best effect and practice embedded.</p> | <p>Strategies identified as part of training were adopted and have informed structures /strategies to be implemented in the next academic year. Across 2020-21 skills and strategies learnt will continue to be used to address reading and phonic needs</p> | <p>£</p> |
| <p>B / C</p> <p>Whole school Behaviour Training from Pivotal 27/09/19</p> | <p>Use of 'meet and greet', recognition boards, system of rewards, daily check-ins, stars of the week, use of visual timetables, positive notes home</p> <p>Improve classroom environments so children are ready to learn</p> | <p>Training was completed by all staff and a whole school understanding of ways to manage and modify behaviour was gained.</p> <p>Expectations from all adults were improved and shifted.</p> <p>Learning walks around school showed adults and children regularly engaging with 'meet and greet' strategies, visual timetables and daily</p> | <p>Across 2020-21 skills and strategies learnt will continue to be used to address, manage and modify behaviour.</p> | <p>£1,685</p> |

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| | | <p>check ins/ outs – the use of ‘meet and greet’ has been affected by school closures and socially distancing guidelines.</p> <p>Pupil voice identified improved understanding of behaviour strategies.</p> | | |
| <p>B/ C</p> <p>Restorative Justice training on 03/09/19, 13/09/19, 03/10/19, 04/10/19</p> | <p>Use of restorative chats and restorative conferences in order to address behaviours</p> <p>Address behavioural issues of SEMH / PP pupils</p> <p>Behaviour incidents decrease</p> | <p>Restorative justice has been developed and shared with staff. Resources have been purchased to support staff in delivering the content.</p> <p>School closure meant that this piece of work was not completed and embedded and will need to be further developed in 2020-21.</p> | <p>Across 2020-21 skills and strategies learnt will continue to be used to address, manage and modify behaviour.</p> | <p>£4,751.40</p> |
| <p>B / C</p> <p>Create a feelings / mood board / ‘zones of regulation’ in classrooms</p> | <p>Children are able to label and understand their feelings and the feelings of others around them – use of emotional literacy</p> <p>Children’s well-being and relationships with other improve</p> <p>Address behavioural issues of SEMH / PP pupils</p> | <p>“Zones of Regulation” were developed and shared with staff. School closure meant that this piece of work was not completed.</p> <p>A “Zones of Regulation” display was introduced in a shared corridor area - again its usage limited by school closure.</p> | <p>Focus on feelings across school from EYFS to Y6 to be developed in 2020-21.</p> <p>Feeling cards to be used and referred to by all adults in 2020-21.</p> | <p>£1,353</p> |
| <p>ii. Targeted support</p> | | | | |
| <p>Chosen action / approach</p> | <p>Desired outcome</p> | <p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>Provide a number of practical, interactive and kinaesthetic activities for SEMH learners</p> <p>Use visual timers to extend time on tasks</p> <p>Provide groupings with positive role models</p> | <p>Address behavioural issues of SEMH / PP pupils</p> <p>Use of 'moving around' / practical and interactive activities in order to address behaviours</p> <p>Children's well-being and relationships with other improve</p> | <p>Strategies have been developed and shared with staff. Resources have been purchased to support staff in delivering the content.</p> <p>School closure meant that this piece of work was not completed and embedded and will need to be further developed in 2020-21.</p> | <p>Across 2020-21 skills and strategies learnt will continue to be used to address, manage and modify behaviour.</p> | <p>£896</p> |
| <p>All classrooms have a full time L2 TA to target PP pupils</p> | <p>PP pupils make accelerated progress across the year to close the gap between them and their peers by end of year.</p> | <p>An additional adult present for core lessons in the morning supports pupils in remedying misconceptions to reduce the need for intervention during afternoon sessions.</p> | <p>Some pupils with additional needs undertake significant quantity of intervention; often during afternoons, limiting access to fully broad and balanced curriculum.</p> <p>Enhancing opportunities to receive 'in the moment' feedback in 2020-21 will support pupils to make progress.</p> | <p>£120,126</p> |

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| Additional support staff are employed across reception and KS1 (JV in EYFS, TT in KS1, KMc in Y2) | Gap closed between PP pupils and all pupils and pupils Nationally Improved phonic outcomes Improve English and maths attainment in EYFS and KS1 | Reading across school was a focus and children were beginning to talk about the books they were reading. Planning and book scrutinies show that phonic teaching was starting to improve. Progress in phonics has been limited by school closure although outcomes in Y1 compared with their starting had improved. Learning walks show that staff plan to meet the needs of pupils working outside of ARE and a SEN group of Y2 children were making progress in their writing. | Some pupils with additional needs undertake significant quantity of intervention; often during afternoons, limiting access to fully broad and balanced curriculum. Enhancing opportunities to receive 'in the moment' feedback in 2020-21 will support pupils to make progress. | £15,924 (EYFS and Y1) £15,300 (Y2) |
| Additional inclusion staff are employed across school as class support / mentors/ SEMH provision | Address behavioural issues of SEMH / PP pupils Use of mentoring and support has a positive effect on young people Behaviour incidents decrease | Strategies have been developed and shared with staff. Support has enabled young children to be connected with and . School closure meant that this piece of work was not completed and embedded and will need to be further developed in 2020-21. | Across 2020-21 skills and strategies learnt will continue to be used to address, manage and modify behaviour. | £9,931 |
| iii. Other approaches | | | | |
| Chosen action / approach | Desired outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>Family Liaison and Safeguarding Officer to target attendance of PP pupils and their families</p> | <p>Improved punctuality - gap closed between PP pupils and non PP pupils</p> | <p>The EWO is used effectively to challenge and track attendance.</p> <p>Punctuality has improved for a significant number of pupils over time, although a small group continue to be a cause for concern.</p> <p>Early Helps are used effectively to support families in need of additional support.</p> <p>Family Liaison and Safeguarding Officer left at Christmas and a new member of staff was appointed in January. With school closures starting in March, this piece of work was never fully met and implemented.</p> | <p>Work is underway to support mental health and wellbeing via the Recovery Curriculum and use of the Rainbow Hour to enable children to attend safely.</p> <p>Staff are also prepared to support and challenge families to ensure pupils do return to school in September.</p> <p>Engaging with parents and continuing to provide supportive mechanisms for meeting both pupil and parental engagement needs continues to be a focus of work in 2020-21.</p> | <p>£19,957</p> |
| <p>On track / more able PP children are targeted for enrichment experiences</p> | <p>All pupils access breadth of curriculum content and cultural capital.</p> <p>Children are given the opportunity to find out more about their interests and passions</p> | <p>Timetabling has improved access to breadth of curriculum – all subject leaders have reviewed the curriculum for their subject and enhanced planning to provide additional challenge and a range of experiences</p> <p>Number of events and visits cancelled due to school closure – only Autumn term and Spring 1 planned events took place</p> | <p>Investment in trips, visits and events for pupils has been identified as beneficial in supporting PP pupils to enhance their life experiences and will be employed in 2020-21.</p> | <p>£2,503</p> |

7. Additional work undertaken as a result of school closure to support disadvantaged pupils and their families:

School closure from March 2020 impacted significantly on school's operations and the ability to meet pupils' needs. Adjustments were made in order to meet the needs of disadvantaged more effectively in light of the situation.

- **Food hampers were provided for pupils in receipt of FSM**

Daily, and then weekly food hampers, as a result of feedback, were provided to families to enable them to feed their families during an enforced period of school closure. Feedback from families was positive, with many grateful for the weekly provisions, but also the opportunity to 'check in' with staff at the same time. As the weeks progressed, families were also given the opportunity to take worksheets and reading books in order to support our families further.

- **Teaching and learning was delivered remotely**

Work was set on line for pupils in line with the models employed in school. Prior to lockdown pupils were trained on how to access Purple Mash, TT Rockstars and Mathletics (Y6) and materials and logons / usernames were provided. This was communicated to parents with the opportunity provided for them to check access and be supported by staff. Where difficulties accessing content were identified hard copies or technology support was provided by school. Work was differentiated and presented in line with usual school practice and all pupils could access appropriate learning intentions. As lockdown continued, all teachers provided video tutorials in order to model and demonstrate key learning for English, maths and foundation subjects in line with our curriculum overview. All pupils were given pencils and exercise books in order that they have materials with which to write. Access to online learning materials was extended to enable pupils to access content and for staff to respond to pupils via Purple Mash. 'How to guides' were provided for parents and published online to support them to access materials. When difficulties arose staff made phone calls, responded to email queries and provided alternatives and supportive materials for families. Pupils were also given weekly contact over the telephone with their class teachers to 'check in' and discuss any learning needs.

- **Weekly check ins**

Vulnerable pupils and their families were contacted by members of the school's SLT and Safeguarding team to ensure they were safe and provide support as required. Families were identified by both their disadvantaged status and staff identification of vulnerability as a result of close relationships with pupils. Vulnerable pupils had weekly contact with key staff to 'check in'. Multi agency working continued through TEAMS meetings with both professionals and their families.

- **Remaining open**

School remained open through the period of enforced closure. Staff provided education and support for vulnerable, disadvantaged and Key Worker pupils. When schools reopened more widely, staff actively sought out and invited key pupils and families to return to school to support them in transitioning into the 'New Normal' and also support them in closing the academic gap as a result of closure. School ensured pupils on site were safe by ensuring Safeguarding staff and protocols were maintained.