

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Eastfield Primary School
Pupils in school	420 Primary – Reception to Y6 (age 4-11)
Proportion of disadvantaged pupils	208 ch. (52%)
Pupil premium allocation this academic year	£320,402
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	December 2021
Statement authorised by	Mrs Sarah Hay (HT)
Pupil premium lead	Mrs Helen Bird (DHT)
Governor lead	Mrs Trish Simms

Disadvantaged pupil progress scores for last academic year (2019 data due to COVID)

Measure	Score
Reading	-0.06 (compared to 1 locally and 0.32 nationally)
Writing	+0.33 (compared to 1.3 locally and 0.27 nationally)
Maths	-0.2 (compared to 0.8 locally and 0.37 nationally)

Disadvantaged pupil attainment scores for last academic year (using school's July 2019 KS2 data due to COVID)

Measure	Score
Reading (test results)	74% @ AS+ 19% @ GDS
Writing (teacher Assessment)	90% @ EXS+ 3% @ GDS
GPS (test results)	74% @ AS+ 29% @ GDS
Maths (test results)	87% @ AS+ 26% @ GDS

Disadvantaged pupil performance overview for last academic year (using school's July 2019 KS2 data due to COVID)

Measure	Score
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Meeting expected standard in R, W, M at KS2	70% EXS+ combined (compared to 71% locally and 71% nationally)
Achieving high standard in R, W, M at KS2	0% GDS combined (compared to 13% locally and 13% nationally)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure PP children make improved rates of progress in Y6, Y4, Y3, Y2 and Y1
Priority 2	Ensure all relevant staff have received assessment training to deliver feedback effectively
Priority 3	Ensure that more disadvantaged pupils reach Greater Depth throughout the school through higher aspirations and challenge
Barriers to learning these priorities address	Prior contextual knowledge and experiences, stamina and resilience with learning, aspirational expectations, lower attendance and punctuality
Projected spending	£444,130

Teaching priorities for current academic year

Aim	Target	Target date
All children to receive quality first teaching	Every class has an effective teacher. Provide coaching and mentoring packages for all members of staff over the course of the year by SLT. (Senior leader taken out of class)	July 2021
Increased progress for PP pupils working below expected ARE (children who are WTS)	PP children need intervention to make rapid and sustained rates of progress (All classes have a L2 TA £211,006)	September 2021
Improve methods for feedback	Ensure all relevant staff have received assessment training to deliver feedback effectively (Staff Meetings / CPD)	July 2021
Progress in Reading	Improve national average progress scores between KS1 and KS2 reading	July 2021
Progress in Writing	Maintain national average progress scores in KS2 Writing (0.3)	September 2021
Progress in Mathematics	Improve average KS2 Mathematics progress compared to National (0.4)	September 2021

Phonics	Close the gender gap between boys and girls in phonic check scores (77% of girls scored 32+ in 2019 Y1 phonic check compared to 62% of boys) (Data analysis and appraisals linked to gender gaps)	September 2021
Other	Recovery curriculum in place to accelerate progress following Covid-19 (All timetables to include rainbow hour, outdoor learning, additional sessions for PSHE and daily physical activity)	July 2021
Other	Outdoor curriculum in place in to accelerate boy's progress and close gender gap (Teacher secondment from Kingswood £29,034)	July 2021
Other	Improve attendance of disadvantaged pupils to LA average (98.5%) (Attendance officer £37,176)	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improved oral language skills in reception through use of Nuffield Language intervention
Priority 2	Member of staff seconded from Kingswood in order to enhance our outdoor curriculum for reception and Y1 in order to accelerate boy's progress and close gender gap £29,034
Priority 3	Individual or small group support for targeted pupils for interventions who give cause for concern in their ability to achieve age related expectations from Rec -6 in reading, writing and maths All classes have a L2 TA £211,006
Priority 4	Establish behaviour interventions for disadvantaged pupils falling behind age-related expectations School have a dedicated inclusion team
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils, developing stamina and resilience with learning, gaps in key skills are taught to narrow the gap between disadvantaged and non- disadvantaged children.
Projected spending	£240,040

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance and punctuality of disadvantaged pupils. Reduce the number of persistent lates among pupils eligible for PP to 2% or below. Take part in Living Streets “Walk to School Project”. Introduce ‘walking bus’ format for disadvantaged pupils to improve timekeeping and attendance. Continue with reward system for 100% attendance termly and through the year.
Priority 2	Improve the readiness to learn for the disadvantaged pupils through use of in-class learning mentors and support from HLTAs. HLTAs £121,056 Learning Mentor £23,736
Priority 3	Employ an education welfare officer to support families with attendance and punctuality £10,073
Priority 4	Increase student aspirations, contextual knowledge and experiences as well as enhancing learning through subsidising trips, visits and Y2/Y6 residential so that disadvantaged pupils can participate. £12,049
Barriers to learning these priorities address	Attendance and punctuality rates for pupils eligible for PP are lower than non PP children. This reduces their school hours, causing them to fall behind on average and unsettles them for the day.
Projected spending	£166,914

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time to provide coaching and mentoring packages for teachers. Time for SLT to monitor and check on learning opportunities as part of outdoor learning and the recovery curriculum.	Use of staff CPD and non-class based staff to improve pedagogical understanding of assessment and feedback and the recovery curriculum.
Targeted support	Time for SLT to monitor and check on planning for intervention groups and 1-1 intervention.	Use of leadership time and phase meetings to support this. SLT to conduct learning walks.
Wider strategies	Engaging and supporting families facing the most challenges to enable children to reach their potential.	Working closely with the LA and other agencies.

Review: last year's aims and outcomes (2019-2020)

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.

Aim	Outcome
Improve attainment (and therefore English and number skills) for pupils eligible for PP in Reception and Year 1 so that all pupils eligible for PP meet age related expectations	Not all pupils eligible for PP made the rapid progress needed by the end of the year. Reading 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 to their starting points had improved.
Improve self-esteem for PP pupils	There is a culture of self-belief and all teachers use strategies of 'meet and greet', recognition boards, rewards, daily check-ins, stars of the week, visual timetables and positive notes home Classroom environments have improved so children are ready to learn
Behavioural issues of SEMH / PP pupils are addressed.	Fewer behaviour incidents for these pupils, EHCPs completed for high tariff children and alternative provision used. Children's well-being and relationships with other improved.
Increase punctuality rates for pupils eligible for PP.	Limited improvement due to lockdown and school closures. New punctuality and attendance focus in 2020-2021.