

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

1. Summary information					
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	237 (57%)	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		
	<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)	
<i>Academic barriers (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 (including issues which also require action outside school, such as low attendance rates)		
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 (specific outcomes and how they will be measured)		
	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. Planned expenditure					
Academic year		2019-2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To develop legible handwriting as a valuable tool, not a hindrance to learning</p>	<p>Kinetic Letters training with EYFS and KS1 staff</p> <p>£ TBC</p>	<p>Handwriting is a complex skill. Many children find it difficult because they have not developed the necessary physical skills and hand eye co-ordination to be able to learn to write easily</p>	<p>Lesson observations / lesson drop ins</p> <p>Book trawls to see kinetic letters in action</p>	<p>CL (English leader)</p>	<p>5 weeks after the start date</p>
<p>To improve phonics attainment</p>	<p>Phonics training with all staff, especially EYFS and KS1 staff</p> <p>£ TBC</p>	<p>EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read</p>	<p>Lesson observations / lesson drop ins</p> <p>Book trawls to see kinetic letters in action</p>	<p>CL (English leader)</p>	<p>Half termly phonic checks</p>
<p>To develop emotional literacy</p>	<p>Create a 'feelings display' / mood board in classrooms. The teacher can introduce the vocabulary in the display, and then use the display in different ways on an ongoing basis</p>	<p>Children often struggle not only with understanding their feelings, but also relating to other people's feelings. These skills are critical for personal well-being and building relationships.</p>	<p>Lesson observations / lesson drop ins</p>	<p>AG (Behaviour and welfare officer)</p>	<p>Review at the end of Autumn term and then end of spring and summer term</p>

To develop emotional literacy and behavioural strategies	Introduce a daily 'check in' at the start of each day with all classes and a daily 'check out' at the end of each day	Children often struggle not only with understanding their feelings, but also relating to other people's feelings. These skills are critical for personal well-being and building relationships.	Lesson observations / lesson drop ins	AG (Behaviour and welfare officer)	Review at the end of Autumn term and then end of spring and summer term
Improve self-esteem for PP pupils	Pivotal Training on 27 th September – use of 'meet and greet', recognition boards, system of rewards, daily check-ins, stars of the week, use of visual timetables, positive notes home £1,685	Pivotal start with the behaviour of adults. We shape it to reach a level of consistency that most will never have experienced. All adults are trained to an exceptionally high standard so nobody walks past, all adults are engaged in managing and modifying behaviour. Also the behaviour management of individual teachers is rapidly up-skilled in leading edge classroom practice that eradicates low level disruption and refocuses everyone on the learning. Ultimately there is a huge shift in expectations in every classroom and from every adult.	Teaching and learning drop ins	AG (Behaviour and welfare officer)	INSET follow-up discussion on 2 nd October and then half termly discussions within SLT meetings and pupil progress meetings

<p>Address behavioural issues of SEMH / PP pupils</p>	<p>Restorative Justice training on 3rd September, 13th September, 3rd October and 4th October – use of restorative chats and restorative conferences in order to address behaviours</p> <p>£4,751</p>	<p>To create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both a primary and secondary setting when implemented as a whole school approach.</p>	<p>Use sims to track and analyse behaviour incidents</p>	<p>AG (Behaviour and welfare officer)</p>	<p>Review at the end of Autumn term and then end of spring and summer term</p>
<p>Address behavioural issues of SEMH / PP pupils</p>	<p>Provide ‘moving around’ activities i.e. brain gym Provide opportunities for kinaesthetic learning i.e. practical activities Use interactive strategies i.e. use of whiteboards to hold up answers Use visual timers to extend time on tasks Provide groupings with positive role models</p>	<p>Children need to get up and move to put something into memory.</p>	<p>Use sims to track and analyse behaviour incidents</p>	<p>AG (Behaviour and welfare officer)</p>	<p>Termly progress meetings to review data and discuss strategies</p>

Total budgeted cost					£6,436 (so far) HW and phonics training TBC
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close the gap between PP children and non PP children	Level 2 TAs are employed via pupil premium funding and all classrooms will have a full time TA to target pupil premium pupils £205, 930	TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.	Teaching and learning drop ins	HB (DHT)	Termly progress meetings to review data and discuss strategies
Improve attainment (English and number) for pupils eligible for PP in Reception and Year 1	JV to target reception and Y1 for to boost attainment for PP children £27,299	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	Teaching and learning drop ins	HB (DHT)	Termly progress meetings to review data and discuss strategies
Improve attainment for pupils eligible for PP in Y1 and Y2	KMc to target class 6 for English and maths to boost attainment for PP children £26,229		Teaching and learning drop ins	HB (DHT)	Termly progress meetings to review data and discuss strategies

Improve attainment for pupils eligible for PP in Y1 and Y2	TT to target Y1 and Y2 as PP children are doing less well than their peers £14,969	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	Teaching and learning drop ins	HB (DHT)	Termly progress meetings to review data and discuss strategies
Improve attainment for pupils eligible for PP in Y1 and EYFS	EN to target early phase as PP children are doing less well than their peers £15,299		Teaching and learning drop ins	HB (DHT)	Termly progress meetings to review data and discuss strategies
Address behavioural issues of SEMH / PP pupils	Daily / weekly sessions with SEMH practitioner as a mentor £17,025	Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects on young people. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity.	Use sims to track and analyse behaviour incidents	LG (SEMH practitioner)	Termly progress meetings to review data and discuss strategies
Address behavioural issues of SEMH / PP pupils	In class support in order to access the curriculum		Use sims to track and analyse behaviour incidents	LG (SEMH practitioner)	Termly progress meetings to review data and discuss strategies

To repair conflict and put things right	Restorative Justice approaches –‘scripts’ from all adults and restorative conferences with SLT	To create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both a primary and secondary setting when implemented as a whole school approach.	Use sims to track and analyse behaviour incidents	AG (Behaviour and welfare officer)	Termly behaviour discussions to review data and discuss strategies
Total budgeted cost					£306,751
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the number of persistent lates among pupils eligible for PP	Attendance officer to track punctuality of classes / groups ½ termly and to devise incentives	When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams	Weekly discussions with KH as part of safeguarding meetings	KH (attendance officer)	Termly attendance discussions to review data and discuss strategies

To allow children to explore subjects in a different way	On track / more able PP pupils are targeted for enrichment experiences e.g. Lego projects and Wolves Community Trust are used for workshops such as resilience, journalism, marketing £4,290	A successful enrichment programme will promote the life-skills needed for everyday life, while also giving students the opportunity to find out more about their interests and passions. Enrichment is a fantastic way to increase students' enjoyment of school life and create an inclusive, community spirit within the school.	Pupil voice - questionnaires	HB (PP champion)	Review impact on data at the end of Autumn term and then end of spring and summer term
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Total budgeted cost **£4,290**

7. Review of expenditure

Previous Academic Year

2018-2019

i. Quality of teaching for all - Targeted support – Core Skills

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
Wave 3 and 1-1 reading intervention programmes for targeted PP pupils	Individual learning paths are developed to improve reading skills Improved outcomes	All BRP children improved their reading age	Wave 3 ECAR intervention to discontinue due to the member of staff retiring BRP can still be an intervention if the class teacher chooses it	ECAR £27,480 Lexia £6,283 BRP £4,888

<p>Level 2 TAs are employed via PP funding and are used within classrooms to target PP pupils specifically</p>	<p>Gap closed between PP pupils and all pupils and pupils Nationally</p> <p>Improved outcomes</p>	<p>Y5 - PP children are performing better than their peers in reading but less well than their peers in maths</p> <p>Y4 - PP children are in line with their peers for reading, above for maths and below for writing.</p> <p>Y3 – PP children outperformed their non PP peers in reading, writing and maths.</p> <p>Y2 – PP children are performing less well than their non PP peers in reading, writing and maths</p> <p>Y1 - PP children are significantly behind their non PP peers in all areas of reading, writing and maths</p> <p>Reception - PP children are significantly behind their non PP peers in all areas of reading, writing and maths</p>	<p>All L2 TAs worked and supported PP children</p> <p>Continue this approach and employ a further L2 TA so every classroom has a full time TA</p>	<p>£196,613</p>
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<p><u>Timetabling:</u></p> <p>Timetabling an additional L2 TA in Y1 & Y3 so both classes have full time support to target PP children</p> <p>Deployment of L2 additional part time L2 TA in Y1 & Y2</p> <p>Additional HLTA support in Y4 & Y5</p>	<p>Target PP children who were not secure at the end of reception, end of Y2 or end of previous year group in English and maths</p> <p>Personalised learning / 'gap filling' opportunities are provided</p> <p>Gap closed between PP pupils and all pupils and pupils Nationally</p> <p>Improved outcomes</p>	<p>Y1 - PP children are significantly behind their peers in all areas of reading, writing and maths</p> <p>Y2 – PP children are performing less well than their peers in reading, writing and maths</p> <p>Y3 – PP children outperformed their non PP peers in reading, writing and maths.</p> <p>Y4 - PP children are in line with their peers for reading, above for maths and below for writing.</p> <p>Y5 - PP children are performing better than their peers in reading but less well than their peers in maths</p>	<p>Additional support will be timetabled based on data and the needs arising from internal data</p>	<p>As above</p>
<p>Additional support staff are employed across reception and KS1</p>	<p>Reduce phonic group sizes – PP groupings will be used</p> <p>Gap closed between PP pupils and all pupils and pupils Nationally</p> <p>Improved phonic outcomes</p>	<p>Success criteria was not met –</p> <p>Y1 Phonics check: School is 69% compared to National of 82%</p> <p>Our phonics results have dipped by a further 6% on top of the 9% last year so therefore, we are 13% below the national expectation.</p>	<p>The children will be grouped differently for phonics in Y1 putting more accountability on class teachers rather than grouping the children in several small groups with teaching assistants. Need for quality first teaching with the teacher</p>	<p>As above</p>

<p><u>Interventions:</u></p> <p>Additional maths intervention for PP pupils in Y3 – 1stclass@number2</p> <p>Additional writing intervention for PP pupils in KS2 – 1stclass@writing</p>	<p>Provide further support in the Y2 curriculum for children who were not secure at the end of Y2</p> <p>Provide further support for children who were not secure at the end of Y3 in order to access Y3 expectations</p>	<p>1stclass@number2 – two of the four children are now a 3S with three of the children scoring 100+ in their PUMA – the one child who didn't make as much progress is on SEN register</p> <p>1stclass@writing – three of the four children are now a 3S for writing</p>	<p>Lesson learnt – class teachers to cross reference learning from intervention as additional evidence</p> <p>Interventions to continue next academic year</p>	<p>£1,249 per intervention</p>
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ii. Targeted support - Enrichment

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
<p>On track / more able PP pupils are targeted for enrichment experiences</p>	<p>PP children are provided with opportunities they may not have</p>	<p>Y6 more able PP children attended two writing workshops</p> <p>All Y5 PP girls attended a science day at Wolverhampton University</p> <p>A group of Y6 children were made digital ambassadors</p> <p>All PP children enjoyed the different experiences</p>	<p>Enrichment experiences to continue and even more to be sought and provided, especially for lower KS2 and KS1</p>	<p>£130.83 Writing Workshop x 2</p> <p>£313.98 Girls 4 Science</p> <p>£309.24 Digital Ambassadors</p>

Wolves Community Trust are used for workshops for PP children	PP children are provided with opportunities they may not have	All PP children enjoyed the different experiences – PSHE / resilience workshops in Y4, reading workshop in Y5	Enrichment experiences to continue and even more to be sought and provided, especially for younger children	£235.49 Wolves Reading
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iii. Other approaches / Pastoral

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
Family Liaison and Safeguarding Officer to target attendance of PP pupils and their families	Improved attendance - gap closed between PP pupils and non PP pupils	Attendance for 2018-19 is 95.73% - this is an increase of + 0.69% from 2017-18 at 95.04% Our PA target for 2018-19 was 11.5% (47 pupils). We achieved 8.7% (36 pupils) across school – this is a huge improvement from last year when we had 55 PA pupils - PA figure reduced by 19 pupils!	Approach to continue as impact has been made and gap has closed	£37,404
Behaviour and Welfare Team to provide social and emotional support for vulnerable PP pupils	Address behavioural needs Provide social and emotional support for vulnerable pupils and their family	Individual programmes of work / timetables created All EHCPs submitted to SAM panel have been awarded Specialist provision arranged for three children 563 less behaviour incidents recorded in comparison to last year	Approach to continue as our most vulnerable children or children with multiple needs are having their needs met and supported	£36,993

Employ a Social, Emotional, Mental health and Behaviour Support Practitioner and a School based Education Psychologist to	Provide social and emotional support and interventions for vulnerable pupils and their family Parents supported to access services to enable them to better meet their child's needs	Individual programmes of work / timetables created All EHCPs submitted to SAM panel have been awarded Specialist provision arranged for three children 563 less behaviour incidents recorded in comparison to last year	Approach to continue as our most vulnerable children or children with multiple needs are having their needs met and supported	£21,828 SEMH £21,450 EP
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8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.