

# Eastlea Primary Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Eastlea Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	28% [49/176 YR to Y6 pupils]
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	December 2021 to August 2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022/23/24
Statement authorised by	Emma Beeston, Head Teacher
Pupil premium lead	Emma Beeston, Head Teacher
Governor / Trustee lead	Diane Oliver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£71,295 [49 x £1455]
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,295

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the attainment there are capable of across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting point, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, children who are cared for and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for all pupils, particularly those whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on teacher knowledge of our pupils/families and rooted in robust assessments, not on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve what they are capable of. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene where needs are identified
- work with pupils and parents/carers to raise aspirations and ensure pupils are well supported with their learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which impacts on their readiness to learn, motivation, engagement and aspirations in school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased. 34 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs which makes up 66% of our latest school SEND register.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This negatively impacts the further development of oral and written language skills across the curriculum. This is evident from Early Years through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by a more limited remote education curriculum and a lack of enrichment opportunities during partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in more limited access to life experiences for pupils and significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (August 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved aspirations and attitudes to learning for all pupils in our school, particularly our disadvantaged pupils.	Evidence of sustained positive attitudes to learning demonstrated by: <ul style="list-style-type: none"><li>qualitative data from pupil voice, teacher observations and pupil/parent surveys</li><li>clear evidence of progression of skills across the wider curriculum</li><li>involvement in different enrichments programmes and opportunities</li></ul>
Improved oral/written language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral/written language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including contributions in lessons, engagement in learning, book scrutiny across the curriculum and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 70%+ of disadvantaged pupils meet the expected standard.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2024/25 show that 70%+ (Maths) and 60%+ (writing) of disadvantaged pupils meet the expected standard.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000\*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund CPD to ensure staff have the knowledge required to deliver RWINc teaching or interventions effectively. We will also supplement resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Enhancement of our maths teaching and curriculum planning in line with the Maths Mastery approach to develop fluency skills and a confidence with number, extend mathematical thinking, encourage oral explanation/use of manipulatives, develop an effective collaborative planning culture and stronger subject knowledge. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4, 2
We will fund teacher release time and CPD to consider curriculum development with an initial focus on quality first teaching as part of the Making a Difference	A coherent evidence led plan is recommended via the <a href="#">EEF Implementation plan guidance</a> .	4, 1, 2

to Disadvantaged Pupils programme.		

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

Budgeted cost: £40,000\*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund additional TA support time across the school to allow for in class curriculum support for identified learners and targeted interventions where required.	Class based staff (teachers and TAs) who know children well are best placed to provide targeted interventions/in class support.  <a href="#"><u>Effective use of teaching assistant interventions – EEF Teacher Toolkit</u></a>	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	3
Maths meetings / support from specialist lead teacher will be used as a strategy to provide targeted support for classes in KS1 and KS2	As part of the Maths mastery approach these sessions will allow targeted time to address key concepts as preparation for further maths learning.  <a href="#"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a>	4

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £20,000\*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
We will fund teacher release time and CPD to engage with enrichment programmes and projects which will help to develop a curriculum better matched to the needs of our pupils, motivate and engage them and raise their aspirations e.g. <i>Our Past Your Future Heritage/STEM project in 2021-22.</i>	Our children respond best to learning which is in context and which maximises links with wider curriculum areas.  <a href="#"><u>EEF Effective use of professional development</u></a>	1, 4
We will fund teacher release time and CPD to further extend THRIVE Licensed Practitioner Status for 4 school staff to enable them to access online tools to support the development of emotional HWB of our pupils.	Children need to feel safe and secure in school so that they are 'ready' to learn. This is done via a whole school ethos in the way children are supported, taught and encouraged.  <a href="#"><u>Impact of the THRIVE approach</u></a>	1
We will fund projects and opportunities to provide enrichment for our pupils to broaden their life experiences either through CPD for staff, visits out of school or visitors in school.	Our children respond best to learning which is in context and which maximises links with wider curriculum areas.  <a href="#"><u>Aspirational learning interventions – EEF Teacher Toolkit</u></a>	1, 4
We will continue to fund incentives for our pupils to encourage their engagement and behaviour for learning, e.g. Golden Days	<a href="#"><u>EEF Learning behaviours</u></a>  <a href="#"><u>EEF Improving behaviour in schools</u></a>	1

**Total budgeted cost: £80,000** [\*N.B. The costs in the different areas may vary depending how projects develop or which opportunities are available. Most of the funds are used to support staffing costs to provide the best education/support for pupils as possible]

## **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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated to some extent by our resolution to continue to engage fully with all pupils and maintain a broad curriculum offer, including during periods of partial closure, which was aided by use of online resources shared with pupils/parents via Seesaw/Tapestry. However, for various reasons not all pupils were supported to or able to fully engage with our remote learning offer.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.