

Eastlea Primary Pupil Premium Review Statement 2019-2020

[completed November 2020]

SPENDING PRIORITIES AND RATIONALE

Measure	Activity / Projected Spend
Teaching Priorities Over Time	Ensure staff : pupil ratios are maintained at levels which ensure the highest levels of support in each class including within Early Years (with additional staff required to provide statutory levels of supervision) as well as extra support for targeted needs of SEND pupils – which also link with providing targeted academic support £59,900
Targeted Academic Support	Increase proportion of pupils achieving GLD in EYFS, expected/higher standards in reading (KS1) and Maths (all key stages) £5,000
Wider Strategies	Ensuring the emotional and wellbeing of pupils is prioritised to enable pupils to be ready and better able to learn. Providing a wider range of curricular and extra-curricular opportunities to motivate and engage pupils £29,500
Barriers to learning these priorities address	Pupils need additional support to enable them to effectively access the curriculum within each class. Financial pressures and low aspirations mean that pupil experiences outside of school may be limited. Pupils may not be in the right 'mind set' to learn if they feel uncertain or unsafe in school.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching priorities	Balancing the levels of need in different cohorts with the reduced personnel numbers/ hours available following recent budget cuts and redundancies	Maintaining statutory ratios and targeting class best support to priority needs
Targeted academic support	Ensuring funds are available to support the wholesale delivery of Read Write Inc phonics in terms of CPD and resources	Read Write Inc training and resources to be funded via school budget allowance/ fundraising ventures and bids for additional support
Wider strategies	Balancing support of emotional needs of pupils with academic demands	Widening staff team support within the Haven Continuing to prioritise the broader curriculum / development of skills for all pupils

Review: 2019-20 aims and outcomes [no summative data outcomes due to COVID]

Aim	Outcome
Teaching priorities – maintaining high staff : pupil ratios across the school	<p>Reductions in staff numbers due to redundancies impacted on the quality and quantity of interventions we could provide.</p> <p>Staff from KS2 were required to support with younger pupils to maintain statutory ratios and a 'team' approach to PPA cover</p>
Targeted academic support for Phonics – early reading	<p>Read Write Inc training delayed due to admin errors (not of our making) and then cancelled due to Covid.</p> <p>Resources supplemented to some extent, but more wholesale introduction of wider range of books to support early reading development required in order to be more effective.</p>
Targeted academic support for Maths – embedding mastery approach	<p>Pupils more able to verbalise and discuss their maths learning, using sentence stems to support their thinking.</p> <p>Approaches stripped back to focus on deeper understanding of key concepts.</p> <p>More work is needed to broaden the mastery expertise within school and allow for peer support amongst staff to share and model good practice.</p>
Wider strategies – prioritising the emotional wellbeing of pupils to enable them to better focus on their learning	<p>Wider opportunities maintained with high levels of pupil engagement</p> <p>Funding for THRIVE enabled Licensed practitioners x 4 to maintain their support for the children and keep up to date with latest developments</p>
Wider strategies – Delivery of the curriculum to be rethought to allow for clearer progression of skills	<p>Curriculum development halted due to Covid. Discussions amongst coordinators valuable in attempting to focus on delivery and development of skills, but no tie to review and streamline key learning skills and qualities due to Covid.</p> <p>Broader curriculum maintained wherever possible for the first term and a half before Covid restrictions started to have an impact</p>