

## Pupil Premium Strategy / Self-Evaluation Eastbrook Primary Academy

1. Summary information					
School	Eastbrook Primary Academy				
Academic Year	2018/19	Total PP budget	£132,400	Date of most recent PP Review	Sept 2019
Total number of pupils	419	Number of pupils eligible for PP	94 (22.38%)	Date for next internal review of this strategy	Spring 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	56%	65% (National)
% making expected progress in reading (as measured in the school)	76%	73% (National)
% making expected progress in writing (as measured in the school)	72%	78% (National)
% making expected progress in mathematics (as measured in the school)	76%	79% (National)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Disadvantaged children have less developed literacy skills than those from more prosperous households
B.	Children from disadvantaged households are more likely to require speech and language support
C.	Children from disadvantaged households are more likely to require additional support with regards to their personal and social skills and emotional well-being
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Typical barriers associated with an area of relative deprivation e.g. housing, parental capacity to support learning, access to facilities

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS	End of year target for GLD 40% (4/10)
B.	Reading and maths attainment at the end of KS2 to be at least in line with national 'other'	SATs results and TA
C.	Throughout the year, parental workshops to be organised to empower parents to support learning	Parental feedback
D.	To pass the phonics screening or at least make 10 points progress from end of year Reception Phonic baseline in Year 1 phonics check	Year 1 phonics screen result

5. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
Action	Intended 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	
Additional staffing as PP report (teachers)	Improved attainment	Year 5 R-68% 13/19 W-53% 10/19 M-74% 14/19 R,W,M- 37% 7/19	Year 6 R- 76% 19/25 W- 72% 18/25 M-76% 19/25 R,W,M- 56% 14/25	To continue to provide additional adult in Year 6 To deploy two teaching assistants in the lower set to support PP children (Year 6)	£36000
Additional TA support in Year 1	Improve pupil and staff well-being	Learning and engagement improved for all. More evidence of resilience and composure  Staff- wellbeing and attendance improved as a result	As a result of this timely support, children have transitioned effectively into Year 2  Higher level of support now able to be reduced	£14,000	

Additional staffing as PP report (Teaching assistants and Learning Support assistants )	Improved attainment and well-being	<p>Learning and engagement improved for all. More evidence of resilience and composure as stated by staff and pupil feedback.</p> <p>Specific interventions working well to improve areas of learning such as reading, language skills, fine motor</p>	<p>Children have transitioned well into new year groups</p> <p>Continue to implement specific interventions and monitor impact after the completion of programme</p>	£29,100
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## ii. Targeted support

Action	Intended 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
HLTA deployed in EYFS/KS1	Nurture/ S&L/phonics	<p>Improvement in Speech and Language skills</p> <p>Nurture group effective in supporting children's readiness for school and basic self-care</p> <p>Targeted pupils achieved phonics pass mark.</p>	<p>Continue with all approaches.</p> <p>Support school development of phonics plan</p>	£20,000
Language therapist	Support vulnerable pupils with dyslexia	<p>Individualised support given to each pupil.</p> <p>Impact on improving literacy skills of each pupil</p>	Continue to work alongside from the language therapist but more in an advisory role	£4,000
Tutoring	Improved attainment for pupil premium (PP)	<p>7 PP children worked with tutors (6/7 children achieved expected standard in Reading 86%)</p> <p>8 PP children worked with tutors (7/8 children achieved the expected standard in Maths 88%)</p>	<p>To continue with tutoring and target PP children</p> <p>Discuss progress at pupil progress meetings with Year 6 team</p>	£4,500

## iii. Other approaches

Action	Intended 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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Art/play therapy	Pupil well-being	Feedback from pupil, parent, staff and therapist indicate an improvement in emotional well-being	To continue to support targeted pupils and to introduce therapeutic support for parents	£8,000
School Link Assistant	Support parents, carers and pupils	Feedback from staff and pupils indicate an improvement in behaviour and emotional well-being.	To continue with approach as parents and children find the support positive	£14,000
Music lessons	Developing enrichment	Feedback from pupils  Supporting local events in the wider community and opportunities to visit and participate in key events	Continue to target children for additional music lessons  Additional instruments being available such as harmonica  New EYFS/KS1 choir	£600
Educational visits	Access full curriculum and new opportunities	Feedback from pupils and staff  A number of pupils able to benefit from outdoor learning opportunities (residential, off-site visits)	Continue to provide subsidy for individual children	£1200
CPD	Interventions and courses for adults to attend	Staff attended Autism awareness course and additional sensory training delivered by an outside provider  Staff feedback very positive	Continue to allocate money for courses	£1000
<b>6. Planned expenditure</b>				
<b>Academic year</b>	<b>2019/20</b>	<b>£124,080</b>		



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**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional teacher in year 6 (am)	Improved attainment	Providing a third year 6 teacher for literacy and maths all year.	School monitoring and processes (DITLO, Pupil progress )	NN/JS	Half termly
Additional Teacher in EYFS (1 morning a week)	Improved attainment	Providing additional interventions in EYFS for vulnerable pupils	School monitoring and processes (DITLO, Pupil progress )	NN/JS/MP	Half termly
<b>Total budgeted cost</b>					£30,000

### **ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional HLTA	Improvement in phonic pass rate (End of year 1)  Children's language skills enhanced leading to accelerated progress	Intervention groups- phonics  Speech and Language- support for TAs delivering interventions  Social skills groups and behavioural support	Data Observations Meetings with SENCo, EYFS, KS1 lead	NN/ VS	Half termly

HLTA in EYFS	Improved PP GLD results for 2019-20	Working with parents/carers of children, who are PP, to support with home learning (tutorials, workshops, advice) Last year 1/11 achieved GLD as a result GLD needs to be improved this year	MP monitor tutorials on Tapestry, timetabling, HLTA observation, pupil engagement	MP/NN	Half termly
Support phonics plan HLTA	Improvement in children achieving phonics pass mark	TA development, leading to improved phonic outcomes for children	Data from phonics screening Observations Meetings with SENCo, EYFS, KS1 lead	NN/AT/MP	Half termly
Tutoring	Improved attainment for pupil premium children by the end of KS2	Evidence from previous tutoring shows children benefit, leading to improved outcomes  Interventions for reading and writing	Data Observations Meetings with Year 6 Team and tutor feedback	NN/JS/SG/HS/ NO	Half Termly
2x TA supporting Vulnerable Pupils	Improved social skills and positive relationships established	Developing positive relationships with each other  Developing key social skills such as turn taking, listening to others etc	Observations during lunch time club  Meeting with the TA  Pupil voice		Half termly
<b>Total budgeted cost</b>					<b>£59433</b>
<b>iii. Other approaches</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Child and Family worker	Improved well-being of children and parents  Positive relationships formed with parents and children	To provide behavioural and emotional support to pupils and parents  School link assistant able to signpost parents to other agencies that may be of benefit	Vulnerable pupil meetings (fortnightly)  Feedback from staff and parents	VS/NN/AT	Half termly
Art/Play therapy	Improved well-being of children and parents  Increased engagement of parents and children in school life	To provide behavioural and emotional support to pupils and parents  Children need to feel emotionally safe in order to learn and form positive relationships with children and adults, in school	Feedback from the art/play therapist  Pupil, staff and parent voice	NN/VS	Half termly
Teacher developing social skills during break and lunch times and improving the environment	Improved well-being of children  Increased engagement during break and lunch times	Children developing positive relationships with each other  Improved social skills seen at break and lunch time	Feedback from pupils and staff  Additional staff member to oversee playground games and Sports Captains and Playground crew	JG/NN/JS/WF	Half termly

Educational visits	Access full curriculum and new opportunities	Pupils benefit from outdoor learning opportunities (residential, off-site visits)  Improved well-being of pupils	Feedback from pupils and staff		Termly
Music lessons	Access full curriculum and new opportunities	Pupils benefit from learning a musical instrument  Enjoyment and opportunities to perform	Feedback from pupils and staff		Termly
CPD	Staff members have opportunities to attend courses	Developing knowledge and understanding of how best to support pupil premium children (social, emotional, confidence, academic)	Feedback from staff  Observations		Termly
<b>Total budgeted cost</b>					<b>£34637</b>
<b>7. Additional detail</b>					



