

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023- 2024 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	Eastbury Farm Primary
Number of pupils in school	342 (including 28 nursery pupils)
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Liz Ormonde Headteacher
Pupil premium lead	Liz Ormonde
Governor / Trustee lead	Mohammed Ladha Pupil Premium Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,060
Recovery premium funding allocation this academic year	£1,353
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	£32,413

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition is for all children to leave Eastbury Farm Primary School having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible adults. The focus of our pupil premium strategy is to support pupil premium children to meet this goal, including those pupils who already attain highly.

We consider the challenges faced by all our vulnerable pupils. Activity described in our statement is also intended to support their needs, regardless of whether they are in receipt of pupil premium funding or not.

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. (Education Endowment Fund – EEF). First-quality teaching is at the heart of our approach. Our curriculum is carefully constructed, taking into consideration cultural capital, diversity and equality and is implemented in order to prepare all pupils for the next stage of their education. We work hard to provide all pupils with a platform to flourish and contribute to the wider life of the school. Through our nurturing and pastoral ethos, we support our pupils to understand that there are challenges that they will need to overcome using strategies that are taught to develop resilience, which ultimately will help develop their ability to aim high throughout their lives.

Our approach is to be responsive to the individual. We strive to close the gap between the attainment of our disadvantaged and non-disadvantaged pupils and prepare them for their transition into secondary school. Outcomes at the end of KS2 2024 demonstrate that pupils in receipt of pupil premium funding where there is no SEN barrier attain well. Our school ethos and our values which are underpinned by our vision, ensure that all pupils, including our disadvantaged pupils:

- are entitled to reach their full potential, which is enabled by excellent teaching and high expectations
- feel safe, nurtured and supported
- their emotional intelligence is promoted alongside academic achievement
- have a balance of promoting independence and collaboration
- encouraged to have inquisitive minds, positive attitudes to learning and embrace wider opportunities
- have an inclusive environment which fosters mutual respect

## Challenges

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

Challenge number	Detail of challenge
1	For some pupils, there are gaps in learning in key subjects, including decoding (phonic knowledge).
2	For some of our pupils we have identified specific barriers to progress, including speech and language and emotional barriers.
3	Impact of wider challenge in family lives
4	For a group of pupils – regular attendance

## Intended outcomes

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

Intended outcome	Success criteria
1. That our universal offer is underpinned by a focus on quality first teaching which includes tracking back to identify gaps at the point they begin. That our professional development programme supports all teachers to be able to respond to pupil barriers to learning, including gaps in understanding. That our Teaching Assistants (TAs) are confident to support learning as a consequence of CPD	Increased teacher confidence in adapting teaching and learning, so barriers to participation are removed. Increased teacher confidence in being able to track back through the curriculum. Increased TA confidence in a range of inclusive strategies through further training with a focus on the EEF five-a-day approach. All pupils are making good progress from their starting points
2. To ensure that support staff are sufficiently equipped to deliver a range of evidenced based interventions including reading fluency, phonics keep ups, RWI fresh start, targeted speech and language interventions, pastoral programmes, either as a result of our screening or following external advice	Support staff are skilled in delivering evidence based interventions including NELI, WELCOMM and NHS targeted language interventions. That support staff have accessed training to enable them to deliver programmes to pupils/groups of pupils to support speech and language development. All staff are trained in RWI our chosen SSP. All staff are trained to deliver reading fluency.
3. To evidence the impact of whole school, targeted and focussed pastoral work on identified pupils sustaining	Further training and professional development of all staff to continue to embed a wellbeing, nurturing approach

and improving wellbeing for all pupils, and more targeted support for some pupils.	for all pupils. Support to include, use of Boxall Profiles, Protective Behaviours, EBSA training, Therapeutic Thinking resources
4.To support pupils who for a range of reasons are not accessing their full entitlement through regular attendance	That through support, including EBSA based interventions, our Family Support Worker Service, families can be supported to ensure the child/children are in school regularly

## Activity in this academic year

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

## Teaching

Budgeted cost: £18560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Using a mixture of bespoke and external continued professional development (CPD) and additional support from teaching and learning advisors (English, maths and EYFS) we ensure all teachers are supported to deliver high quality teaching and learning. Teachers and support staff have received training to deliver and utilise reading fluency, along with whole school training in our chosen phonics scheme (RWI). Teachers and support staff have accessed CPD in adaptive teaching and	<a href="#">EEF Effective Professional Development</a>  <a href="#">EEF Special Educational Needs in Mainstream Schools</a> <a href="#">Making Best Use of Teaching Assistants (EEF)</a>  <a href="#">Improving literacy in KS2</a>	1,2

using Rosenshine's principles in maths. Release time for expert practitioners to coach and monitor implementation of English (including phonics and reading fluency) and maths curriculum		
Purchase of updated scheme of work for writing and for maths. Planning is written specifically to support tracking back. Support for implementation through INSET and in-school development by external Teaching and Learning Advisors	<a href="#">Rational and links to OFSTED English research review</a>	1,2
To continue to develop a whole school approach to securing good mental health and wellbeing through continual staff development and training, including the wider implementation of Zones of Regulation To engage in more specific training (EBSA, Protective Behaviours) to provide more intensive support where pupils have a higher pastoral need.	Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. <a href="#">Promoting and supporting pupil mental health and wellbeing in schools</a>	2,3

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

Budgeted cost: £6460

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition using the Recovery Premium. Focusing on pupils in KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Delivery of specific targeted interventions to support the development of oral language skills to include: NELI, WellComm and targeted language groups supported by Hertfordshire Community NHS Trust – Speech and Language Therapy Service	<a href="#">Evidence of the impact of NELI</a>	1,2
Leaders have adapted the organisation of support staff. Based on interest and skills support staff are trained more deeply in specific areas. Delivery of specialised interventions in phonics and reading fluency is within a phase rather than just a class.	<a href="#">Making Best Use of Teaching Assistants (EEF)</a>	1,2

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

Budgeted cost: £7393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies are available for the cost of school trips, school journeys, school uniform, enrichment activities and instrument tuition	Access to these enrichment activities can have a positive impact on pupils and ensure that they are receiving the same opportunities as their peers from non-disadvantaged backgrounds. <a href="#">Poverty proofing</a> <a href="#">Wider strategies</a> <a href="#">Participation in the arts</a>	1,2,3,4
Purchase of increased number of Family Support Worker hours to enable bespoke support to improve attendance in school. Support through our Family Support Worker for wider	Offering targeted support is part of the Hertfordshire Safeguarding Board graduated response	3, 4

family challenges that impact pupil behaviour and attendance		
Personalised pastoral interventions to support behaviour and attendance	<a href="#">Improving social and emotional learning EEF</a>	2,3,4

## Total budgeted cost:

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 2023 to 2024 academic year.

Outcomes for children in receipt of pupil premium funding are very much linked to individual pupils and due to low numbers trends are not identifiable. Having carried out a detailed analysis of end of year outcomes, individual pupils who are not working at curriculum expectations or above but who do not have identified SEN barriers remain a key focus. School priorities for 2024-2025 are tightly focussed on the needs of all pupils to improve the attainment of the lowest 20% of pupils. Outcomes for pupils working at a higher level remain well above outcomes for pupils nationally. Across 2023-24 there was a gap of 0.4% between the attendances of pupils in receipt of pupil premium funding in comparison to others. Attendance overall is in the top 20% nationally.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted due to the lasting effects of the COVID-19 pandemic. Levels of wider family need have led to an increase in our purchase of Family Support Worker hours. Additional hours are focussed on supporting improved attendance and wider family mental health support. The impact was particularly significant for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our pastoral offering has been integral to support the mental health and development of these pupils and a range of therapeutic interventions. Following a review of our pastoral work in 2023-2024, we have accessed training in protective behaviours and specific EBSA (emotionally based school avoidance) training to be able to provide more in-house targeted support.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI (Speech & Language Programme)	Nuffield
Boxall Profile	<a href="https://www.boxallprofile.org/">https://www.boxallprofile.org/</a>

## Service pupil premium funding

Detail	Amount
Number of pupils in school	342 (including 28 in nursery)
% of service premium eligible pupils	8.2%
Service premium allocated this academic year	£8400
<b>Total budget for this academic year</b>	£8400

The vast majority of service premium funding is use to offer pastoral support for service pupils should this be required. Pastoral support is integral in our school offer, and specific pastoral support is available from our Mental Health Lead and from our pastoral support teaching assistant. Goodbye and Welcome packs are provided for our service pupils. For some service pupils for whom this is an overseas posting for their parents, we provide additional support through Learning Village for English language support, Twinkl for dual language resources and 1:1 phonics teaching. Due to the high proportion of pupils in our early years phase in receipt of service premium we have focussed additional staff hours to enable bespoke pastoral and/ or academic support to be provided as needs arise.