

## 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	Eastbury Farm Primary
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Workman Headteacher
Pupil premium lead	Shafina Cachra Deputy Headteacher
Governor / Trustee lead	Mohammed Ladha Pupil Premium Lead Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£1,353
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,175
<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	£22,358

# Part A: Pupil premium strategy plan

## Statement of intent

At Eastbury Farm Primary School, our disadvantaged and vulnerable children are a relatively small group (10 pupils). We support each of these pupils individually and our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve the best outcomes that they possibly can.

We want these pupils to leave our school with high aspirations, in line with/or above their peers, so that they are not disadvantaged in any way whilst at school. We ensure that, like their peers they have experienced the full breadth of the curriculum through engaging activities and practical, hands on experiences. Our approach will be responsive to common challenges and individual needs ensuring that disadvantaged pupils are challenged in the work that they are set and having a whole school approach of high expectations.

High-quality teaching is at the heart of our approach, with a carefully constructed curriculum which takes into consideration cultural capital, diversity and equality. We work hard to provide these 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 and resiliency, which ultimately will help develop their ability to aim high throughout their lives.

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. Our school ethos/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	Internal data, assessments and observations indicate that some of these pupils are not making as much progress as their peers in R,W,M
2	Multiple barriers to learning. Many of our disadvantaged pupils have multiple barriers including SEND, medical needs, EAL, social and emotional barriers and family difficulties, and therefore are receiving support from external agencies
3	Many of these pupils have missed several months of teaching and learning and pastoral support due to the impact of Covid-19 and partial school closure. Research gathered by the EEF shows that disadvantaged children have been the worst affected by the multiple lockdowns. Although all Pupil Premium were invited into school during the partial closure and lockdowns, just less than 50% of them engaged during this time and attended school.
4	Due to lockdowns, partial school closure and missed schooling, many of these pupils have missed several months of nurture/pastoral support and have not had the opportunity to socialise with their peers.
5	The home life of some of these pupils is challenging and therefore they are coming into school with worries and anxieties, which is therefore impacting their performance and progress at school.
6	Attendance data for some of our disadvantaged pupils shows that their attendance at school is lower than non-disadvantaged pupils.

## 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
Improved R,W,M attainment and progress amongst disadvantaged pupils. Those that do not have SEND to meet age related expectations.	July 2022 data KS2 R,W,M outcomes will show that a minimum of 85% of disadvantaged pupils meet the expected standard.

Reduce the attainment gap between disadvantaged and non-disadvantaged pupils in R,W,M, and the wider curriculum	Identify trends in termly data analysis. Termly Pupil Progress Meetings. Observations from Class Teachers Subject Leaders to identify trends of disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, and teacher observations
Developed confidence of our disadvantaged pupils and access to pastoral support and lunch times and in the afternoon with our dedicated Pastoral Teacher	Disadvantaged pupils will feel supported beyond the classroom
To develop links and engagement between the parents of disadvantaged pupils and the school	Attendance of disadvantaged pupils to be 96.5% or above (in line with whole school expectations) Punctuality to be consistently good Pupils will be supported to complete home learning activities Parents to feel confident speaking to School staff – positive relationships
To improve and sustain the attendance of non-disadvantaged pupils who are falling below the expectation of 95%	The attendance gap between disadvantaged and non-disadvantaged pupils to reduce. The overall absence rate for disadvantaged pupils to not fall below 96.5%

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching: investment in professional development; training and support for early career teachers; ensuring an effective teacher is in front of every class,</i>	Research tells us that high quality teaching can narrow the disadvantage gap	1, 3
New Pupil Premium Lead to attend training and analyse data	“Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils”. Education, Endowment Foundation. Effective PP data tracking identifies barriers to learning and PP learners make accelerated progress Effective evaluation of provision for PP learners with all staff informed	1,2,3,4,5,6
Improve the quality of social and emotional learning.  These approaches will be embedded into classroom practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	2,4,5,
Time for SLT and Subject Leaders to monitor through pupil voice, book scrutiny, learning walks. To give, informed triangulated feedback	A joined up approach between Class Teachers, Subject Leaders and SLT has shown to be more effective than individual working. Studies of verbal feedback show higher impact overall (+7 months)	1,2,3,

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Teachers and teaching assistants to provide targeted academic support: 1:1 and small group interventions as well as during classroom teaching and the wider curriculum</p>	<p>As we know, disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning. EEF. A number of studies indicate that teaching assistants can support individualised approaches effectively. EEF</p>	<p>1,2,3</p>
<p>On-line learning -Remote learning offering -MyMaths -SPAG.com -Timestables rockstars</p>	<p>Approaches using digital technology to individualise instruction show that they are as effective as those without technology. EEF</p>	<p>1,2,3,</p>

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

Budgeted cost: £ £15,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, following Hertfordshire's nurturing approach, supporting pupil development	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Support from in house Pastoral Leader, a nurture room, a Family Support Worker and counselling service	Research suggests that this is particularly important for children from disadvantaged backgrounds, who on average, have lower social and emotional skills than their peers who do not fall into this category.	3,4,5,6
Food bank on site	Due to the social deprivation of these families, we know that they are living with limited amounts.	5,6
Subsidies for school/uniform off site visits/PGL residential trip/cycle training/swimming lessons/access to Secondary School Test Preparation sessions/music lessons	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.	4,5,6

**Total budgeted cost: £21,005**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year due to COVID-19-related issues. 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. We are building on that approach with the activities detailed in this plan. Our Pastoral offering has been integral to support the mental health and development of these pupils and a range of therapeutic

During school closure, we invited our disadvantaged pupils into school, issued them with laptops and gave them access to daily on-line, high quality, live teaching sessions. The pupils who came into school had an intense period of learning due to reduced class sizes. They were supported in a 1:1 and small group capacity during this time. For those that remained at home, they had access to remote learning and resources provided. Members of school staff were in touch with these families regularly throughout the partial school closure.

Post partial school closure, we focused on a 'catch-up' curriculum which has had a positive impact on disadvantaged pupils. Our challenge now is to sustain this and ensure that these pupils do catch-up. Due to our relatively small number of Pupil Premium pupils, we can continue with this individual and tailored 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
Catch up workbooks	CGP

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*