

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022- 2023 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
Proportion (%) of pupil premium eligible pupils	6.4%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Liz Ormonde 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	£16,620
Recovery premium funding allocation this academic year	£2080
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	£18,700

# 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 our vulnerable pupils. Activity described in our statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This is acknowledged through the overspend of the pupil premium grant allocated.

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. 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	For some of our pupils we have identified speech and language difficulties
2	At least one or more adverse childhood experience (ACE) with the potential direct effect on the pupil's feeling of safety, health and wellbeing.
3	For some pupils, gaps in attainment in specific subjects
4	Attendance for PPG pupils is not consistently better than attendance for non-PPG pupils
5	Significantly fewer PPG pupils attend school enrichment activities and clubs in comparison to non-PPG pupils potentially creating gaps in cultural capital.

## 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. Engage with external agencies for further support and training for staff in order that the most effective support and interventions can be provided to support individual children.	Intervention records and external reports indicate rapid progress in overcoming speech and language difficulties. Ultimately this will have an impact on outcomes through accelerated progress
2. To evidence the impact of whole school, targeted and focussed pastoral work on identified pupils sustaining and improving wellbeing for all pupils	Further training and professional development of all staff to continue to embed a wellbeing, nurturing approach for all pupils. Boxall Profile training completed, and Boxall Profiles are being used to identify specific areas of focus to support individual or groups of pupils. 'Before' and 'after' profiles evidence the impact of targeted support on individuals and small groups of pupils
3. Reduce the attainment gap between disadvantaged and non-disadvantaged	Identify trends in termly data analysis. Termly Pupil Progress Meetings.

<p>pupils in R, W, M, and the wider curriculum</p>	<p>Observations from Class Teachers Subject Leaders to identify trends of disadvantaged pupils Specific evidence-based interventions are being delivered to ensure any gaps are being addressed swiftly.</p>
<p>4.To develop links and engagement between the parents of disadvantaged pupils and the school</p>	<p>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</p>
<p>5.To understand and address the barriers PPG and vulnerable pupils have in attending the wide range of enrichment clubs, both before school and after school</p>	<p>To be able to demonstrate significant increase in the proportion of PPG pupils attending enrichment sessions and consequently supporting stronger outcomes.</p>

## 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
Evidence shows that high quality teaching is the most important tool that a school has to improve pupil attainment for all pupils. 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) we can ensure all teachers are supported to deliver high quality teaching and learning	Leaders are creative in ensuring professional development is bespoke to the need in the school. Highly skilled subject leaders are enabled to carry out bespoke coaching as part of CPD with less experienced teachers. Alongside this all external CPD accessed is logged and where appropriate disseminated to all staff.  <a href="#">EEF Effective Professional Development</a>	3
To continue to develop a whole school approach to securing good mental health and wellbeing through continual staff development and training	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, 3,5
Specialist staff training in Makaton to support speech and language barriers in the early years.	Makaton gives children and young people with communication difficulties the confidence to express themselves independently, reducing frustration and promoting inclusion. Makaton training has been recommended to our EYFS team by the SALT	1

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

Budgeted cost: £5150

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition using the Recovery Premium. Delivered outside of the school day via a breakfast tuition session	<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>	3
We ensure that there is a teaching assistant based in each class every day. Teaching assistants form part of the learning team and we have adapted many of our interventions to be same day 'keep up' sessions. Teachers and teachers use formative assessment to make sure the appropriate pupils are targeted. Where more structured intervention is required teaching assistants ensure the intervention is linked to the learning in the classroom	<p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</p> <p><a href="#">Making Best Use of Teaching Assistants (EEF)</a></p>	1,3
Delivery of specific targeted interventions to support the development of oral language skills	<a href="#">Evidence of the impact of NELI</a>	1,3

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

Budgeted cost: £15690

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise the profile of positive acknowledgment	<a href="#">Working together to improve school attendance</a>	4

for good attendance. To work with individual families to address poor attendance and punctuality		
To encourage all pupil premium children to attend one enrichment club on a regular basis	<a href="#">Wider strategies</a> <a href="#">Participation in the arts</a>	5
Subsidies are available for the cost of school trips, school journeys, school uniform	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>	2,5
School can offer the support of a named Family Support Worker to families who we feel may benefit from this support. The focus can range from attendance, punctuality to support for individual family issues and additional parenting support	Offering targeted support is part of the Hertfordshire Safeguarding Boards graded approach	2,4

## Total budgeted cost: £20840

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 2021 to 2022 academic year.

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. 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. Alongside this effective use of school led tutoring funding, effective use of teaching assistants has had an impact on outcomes of pupil premium students.

All pupil premium pupils in reading, writing and maths made good or better progress from their starting points.

## 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*

<b>Programme</b>	<b>Provider</b>
NELI (Speech & Language Programme)	Nuffield
Catch up workbooks	CGP

## Service pupil premium funding (see separate report)