



# Eastbury Farm Primary School

## Forces Premium Detailed Forecast

Our Forces Premium funding is used to remove barriers to learning for Forces Premium learners and diminish the differences between Forces premium learners and Non-Forces premium learners. Our Funding supports all different aspects of school life.

Forces Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding, and resources means that not all children will be in receipt of Forces Premium interventions at one time.

**A summary of aims for our Forces Premium learners this academic year, based on addressing their barriers to educational achievement and emotional wellbeing:**

- To ensure that teaching and learning opportunities meet the needs of all of the pupils
- To provide for children's emotional and social wellbeing so that they are ready to learn
- To support service children and their families during times of anxiety, change and transition
- To provide appropriate provision for service pupils who may have attended more than one school previously and have gaps in their learning

### Forces Premium Forecast Spending Plan 2020- 21

Expected total for academic year = £8, 990

Summary Information					
School	Eastbury Farm Primary School				
Academic Year	2020-21	Total FP budget	£8, 990	Date of most recent FP Review	May 2020
Total Number of pupils	332	Number of pupils eligible for SPP	22	Date for FP review	Mid-term- Feb 2021 Final- July 2021

Year group(s)	Item/Project	Estimated Cost	Objective(s)	Intended impact (or actual impact and evaluation) Mid-year review to be carried out in Feb 2020 Final review and analysis to be carried out in July 2020
Whole school	Welcome and Goodbye Packs	£500	<p>To ensure that learners feel emotionally supported when joining and leaving Eastbury Farm</p> <p>To ensure that learners and parents feel settled and welcomed into their new surroundings</p> <p>To ensure learners and their family who are leaving feel valued and part of the school community</p> <p>Learners transition into school calmly and with less anxiety as the school is working more effectively with the family as a unit</p>	<p>Effective evaluation of provision for FP learners with all staff informed</p> <p>Staff are able to make suggestions through staff meetings and to the pastoral teacher when/if required.</p> <p>Learners feel valued and welcome and able to express their worries and anxieties</p> <p>Through the introduction of ZoR throughout the school, learners can express how they are feeling and understand the feelings of those around them.</p> <p>Learners feel supported in their new surroundings</p> <p>Welcome packs given, tours, books and resources prepared prior to arrival in school and class buddy system.</p> <p>Parents and learners know school expectations and procedures</p> <p>Home and school agreement included in welcome pack and signed by new learner and parent. Feedback has been that expectations are clear from the beginning.</p> <p>Parental engagement and less anxiety for the child and parents</p> <p>Learners tend to settle quickly, but CTs will meet with parents and involve pastoral teacher when/if required. This has worked well with new and current learners.</p> <p>Updated goodbye bags (photo frame, card and EFS teddy bear key ring</p> <p>Feedback has been really positive about goodbye packs. The learners leave EFS feeling valued and have something that serves as a reminder.</p>
Whole school	Intervention Teaching	£4000	<p>To accelerate the progress of individual learners in personalised areas</p> <p>To close the gaps in reading, writing, maths and speech and language</p> <p>To close the gaps in missed subjects through transition from other schools</p> <p>To provide further challenge with those FP learners with the potential to achieve GDS</p>	<p>Gaps in learning for FP learners have been addressed</p> <p>Due to Covid, the gaps in some areas have further increased. CTs have swiftly identified needs and areas and put appropriate interventions in place.</p> <p>FP learners are applying the skills/knowledge gained during tuition, within classroom lessons</p> <p>Through feedback from RAG intervention tracking sheets, overall, most learners are able to confidently apply their learning independently within their class work and home learning.</p> <p>Effective evaluation of provision for FP learners with all staff informed</p> <p>Through half-termly evaluations of interventions, all staff</p>

				<p>contribute to evaluations and identifying future needs.</p> <p>FP learners are making accelerated progress</p> <p>Due to Covid and school closures, most are making the necessary steps in progress but not accelerated.</p> <p>The gap between FP learners and their peers is diminishing</p> <p>This is apparent in some key stages, although this is dependent upon other SEND needs that the learners may have.</p> <p>Learning and topic gaps are identified quickly and diminished</p> <p>Through half- termly evaluations between TAs and CTs these are swiftly identified and action points put in place.</p> <p>More FP children achieve GDS across core curriculum subjects</p> <p>TBC</p>
Whole school	Mentor Club Resources	£290	<p>To enable learners to access suitable resources to support them with academic, emotional or social barriers</p> <p>To allow the learners to take ownership of a task/resource</p> <p>To allow learners to build resilience</p>	<p>Due to Covid, the mentors have been unable to meet safely this year. The action points will be carried over into 2021/22.</p> <p>Allows learners to access resources to help them manage or cope with a situation</p> <p>The learner achieves something positive during their Mentor club session</p> <p>Mentors will be able to use the resources to provide suitable support for vulnerable learners</p> <p>The learner takes responsibility for their learning</p> <p>Mentors are able to use resources to improve how the learner is feeling or dealing with situations</p>

Whole school	Lunch Time Nurture Club Staffing	£3000	<p>To enable all FP learners to access support available and raise self-esteem</p> <p>Provide buddies for new learners</p> <p>Nurture leader to develop work with parents and children</p>	<p>Adults will show patience, acceptance, curiosity and empathy when working with a forces child to develop their self-worth, confidence and resilience</p> <p>All staff trained to encourage and develop ZoR awareness. Allowing the children to show their feelings in a way that is socially acceptable. Learners would benefit from additional resources (books and Little troopers' resources) to further support them when a parent is deployed/working away from home.</p> <p>FP learners access emotional support by attending the club (register attendance)</p> <p>Pastoral teacher registers learners and keeps notes where required in case further intervention is required.</p> <p>Parents become familiar with the school ethos, and feel supported which in turn enables them to support their children with their learning at home</p> <p>Most parents support their child with home learning. By using online platforms and at least once weekly checking of reading records, CTs can monitor home learning engagement and speak with the parent if there are concerns.</p> <p>Experiences are transferrable to learning which enables FP learners to achieve better academic / social outcomes</p> <p>Most learners do not require further support in playground situations and can share/manage their feelings. For some learners this is more challenging so extra interventions and support have been put in place (additional time in the zone, tents, fidget toys).</p> <p>FP learners feel valued and have a sense of purpose</p> <p>Through pupil voice. All learners feel that they have a good level of support from their CTs, TAs and pastoral teacher.</p>
Whole school	Armed Forces Day and Remembrance Day Celebrations	£250	<p>To allow each armed force to be represented as a celebration for FP learners and their parents</p> <p>To give all learners an understanding of what the Armed Forces are</p> <p>FP learners participate in national initiatives for Service children</p> <p>FP learners have a deeper knowledge</p>	<p>Due to Covid, these events have been unable to go ahead safely. The action points will be carried forward to 2021/22.</p> <p>Members from the Royal Marines, Royal Air Force, British Army and Royal Navy to participate in a whole school assembly- learners will be able to ask questions</p> <p>All learners have a deeper understanding of what the Armed Forces purpose is/are</p> <p>FP learners will have an understanding of the Armed Forces from</p>

			<p>and understanding of the Services and what role their parents play in the Service family</p> <p>To understand the history and background of Remembrance day</p>	<p>older generations</p> <p>FP and non-FP learners are able to talk about what Remembrance Day means to them</p> <p>FP and non-FP learners will understand the transient role that Forces families have and experience and be able to empathise with those situations</p>
Whole school	The Diana Award Mentoring Programme	No cost	<p>To raise the profile of Diana Awards at Eastbury Farm</p> <p>To train future mentors</p> <p>To ensure mentors are confident in dealing with any issues that may arise</p> <p>To ensure learners leaving feel valued and part of the school community</p> <p>To enable learners to thrive within their families and to increase family self-esteem and resilience</p>	<p><b>Due to Covid restrictions, this was unable to happen this year. The action points will be completed in 2021/22.</b></p> <p>Year 2 learners transitioning into Year 3 are trained as mentors</p> <p>Mentor club has a variety of resources to meet the needs of vulnerable learners</p> <p>FP learners/mentors attend Diana Award events and represent Eastbury Farm Primary School</p> <p>Mentors share their learning with all learners through assembly and small workshop sessions</p> <p>Vulnerable learners have increased self-esteem and are able to talk about their feelings and anxieties</p>
Whole School	Mentor Events (tickets and transport)	£800	<p>To allow Mentors to engage with our Mentors from other schools</p> <p>To attend Anti-Bullying and other training events to celebrate diversity</p> <p>To attend any relevant training to enhance Mentor programme at EFS</p>	<p><b>Not completed due to Covid restrictions. This will be completed in 2021/22.</b></p> <p>FP learners engage and share their experiences with other children within the local area and within the Diana Award programme</p> <p>FP learners understand what bullying and diversity mean and how to celebrate them at EFS</p> <p>FP learners are trained in all aspects of mentoring and supporting peers across the school appropriately</p>

Whole School	Military Child Well-being Course (Little Troopers)	£150	<p>To enable all FP learners and other learners to access support available and raise self-esteem</p> <p>To allow all FP learners to feel secure and positive about their mental and physical well-being</p> <p>To give FP learners the opportunity to practice mindfulness and relaxation techniques</p> <p>Mentors to be trained in dealing with situations which affect or could potentially affect their own and other learners well-being</p> <p>To enable all FP learners access to the relevant support and safe place, if and when it is required</p>	<p><b>Not completed due to Covid restrictions. This will be completed in 2021/22.</b></p> <p>FP learners will have new coping strategies to apply when they are under pressure or emotionally struggling</p> <p>FP learners will recognise the importance of self-care and well-being</p> <p>FP learners will be able to access a variety of resources to improve their mental well-being</p> <p>FP learners will feel safe, secure and supported</p> <p>FP learners will receive current/up to date support with a focus on mental and physical well-being</p> <p>FP learners will be able to share anxieties and worries</p> <p>FP learners will know that they are supported when a parent deploys and they will be able to use appropriate coping strategies</p>
Whole School	Weekly reading support from welfare volunteer (NWD HQ)	£0	<p>To enable all FP learners to become fluent and confident readers</p> <p>To allow FP learners to access reading and comprehension activities in class with increasing independence</p> <p>To support parents at home who may be struggling with home learning when a spouse is deployed</p>	<p>FP learners will confidently read a variety of texts</p> <p><b>Learners have read library books and home reading books which include both non-fiction and fiction books.</b></p> <p>FP learners will have an increased understanding of what they have read and be able to answer questions about texts</p> <p><b>Through careful verbal questioning the learners have an increased understanding of what they are reading.</b></p> <p>FP Learners will feel valued when they are listened to reading aloud</p> <p><b>The feedback from pupil voice was extremely positive. All learners thoroughly enjoy their time with Linda.</b></p> <p>FP learners will be able to access reading and comprehension activities in class independently</p> <p><b>Learners have shown an increased understanding of what they are reading- data shows that all FP Learners are making good progress.</b></p>

End of Year Data Y1 – 6: JULY 2021		
	FP Pupils achieving ARE+	FP Pupils making Positive Progress+
<b>Reading</b>	Y1: 3/ 4 75% Y2: 1/ 1 100% Y3: 1/ 3 33% Y4: 2/3 67% Y5: 1/1 100 % Y6: 1/1 100 %	Y1: 3/ 4 75% Y2: 1/ 1 100% Y3: 1/ 3 33% Y4: 2/3 67% Y5: 1/1 100 % Y6: 1/1 100 %
<b>Writing</b>	Y1: 2/4 50 % Y2: 1/1 100% Y3: 1/ 3 33% Y4: 1/ 3 33% Y5: 1/1 100% Y6 1/1 100%	Y1: 3/ 4 75% Y2: 1/1 100% Y3: 1/3 33% Y4: 2/3 67% Y5: 1/1 100% Y6 1/1 100%
<b>Maths</b>	Y1: 3/ 4 75 % Y2: 1/1 100% Y3: 2/3 67% Y4: 1/ 3 33% Y5: 0/1 0% Y6 1/1 100%	Y1: 3/ 4 75% Y2: 1/ 1 100% Y3: 2/ 3 100% Y4: 1/ 3 33% Y5: 0/ 1 0 % Y6 1/ 1 100%

**Notes:**

Y1:

- 1 x learner who is struggling to engage with class work. Currently under assessment with SENCo

Y3:

- Missing EY data for 2 / 3 learners
- 1 x EAL new joiner in 2020/21

Y4:

- 1 X learner diagnosed ASD
- 1 x new start 2020/21

All children who are not making expected progress are noted on Pupil Progress documents and receiving interventions and/or 1:1 support.