



# 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 2019-20

Expected total for academic year = £12, 600

#### Summary Information

|                               |                              |  |         |                                      |  |
|-------------------------------|------------------------------|--|---------|--------------------------------------|--|
| <b>School</b>                 | Eastbury Farm Primary School |  |         |                                      |  |
| <b>Academic Year</b>          | 2019-20                      | <b>Total FP budget</b>                   | £12,600 | <b>Date of most recent FP Review</b> | July 2019                              |
| <b>Total Number of pupils</b> | 316                          | <b>Number of pupils eligible for SPP</b> | 42      | <b>Date for FP review</b>            | Mid-term- Feb 2020<br>Final- July 2020 |

| Year group(s) | Item/Project              | Estimated Cost | Objective(s)  | <b>Intended impact (or actual impact and evaluation)</b><br>Mid-year review to be carried out in Feb 2020<br>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>Learners feel valued and welcome and able to express their worries and anxieties</p> <p>Learners feel supported in their new surroundings</p> <p>Parents and learners know school expectations and procedures</p> <p>Parental engagement and less anxiety for the child and parents</p>   |
| Whole school  | Intervention Teaching     | £5500          | <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>FP learners are applying the skills/knowledge gained during tuition, within classroom lessons</p> <p>Effective evaluation of provision for FP learners with all staff informed</p> <p>FP learners are making accelerated progress</p> <p>The gap between FP learners and their peers is diminishing</p> <p>Learning and topic gaps are identified quickly and diminished</p> <p>More FP children achieve GDS across core curriculum subjects</p> |
| Whole school  | Nurture Club Resources    | £200           | <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>Allows learners to access resources to help them manage or cope with a situation</p> <p>The learner achieves something positive during their Nurture Group session</p> <p>The learner takes responsibility for their learning</p>  |

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| Whole school | Lunch Time Nurture Club Staffing                  | £4000 | <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>FP learners access emotional support by attending the club (register attendance)</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>Experiences are transferrable to learning which enables FP learners to achieve better academic / social outcomes</p> <p>FP children feel valued and have a sense of purpose</p> |
| Whole School | Nurture Group Resources                           | £200  | <p>To give FP learners access to a variety of resources to support their mental, physical and emotional well-being</p> <p>To replenish resources used in previous academic year</p>  | <p>FP learners will be able to access a variety of resources to support them in a time of need or difficulty</p> <p>FP learners will be able to engage with other children who are experiencing similar difficulties and issues as them</p> <p>Parents can become familiar with resources used in school so that they can further support at home</p>  |
| Whole school | Armed Forces Day and Remembrance Day Celebrations | £120  | <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<br/>FP learners participate in national initiatives for Service children</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>   |

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|              |  |         | <p>FP learners have a deeper knowledge 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>Year 3 learners transitioning into Year 4 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)              | £280    | <p>To allow Mentors to engage with our Mentors from other schools</p> <p>To attend Anti-Bullying and WE Day events to celebrate diversity</p> <p>To attend any relevant training to enhance Mentor programme at EFS</p>   | <p>FP learners engage and share their experiences with other children within the local area</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 | Resources to support 'The Zone' (well-being space) | £1000   | <p>To enable all FP 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>Learners will have new coping strategies to apply when they are under pressure or emotionally struggling</p> <p>Learners will recognise the importance of self-care and well-being</p> <p>Learners will have a safe haven to escape from classroom situations</p>  |

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|              |   |       | To give learners the opportunity to practice mindfulness and relaxation techniques   | Learners will be able to access a variety of sensory resources to improve their mental well-being<br><br>Learners will be able to share anxieties and worries   |
| Whole School | 'The Zone' Leader Training (well-being) | £1000 | Staff to be trained in dealing with situations which affect or could potentially affect learners well-being<br><br>To enable all FP learners access to the relevant support and safe place, if and when it is required | The Leader will feel confident in dealing with issues that arise, supporting learners appropriately<br><br>FP learners will feel safe, secure and supported<br><br>FP learners will receive current/up to date support with a focus on mental and physical well-being |

| End of Year Data Y1 – 6: JULY 2020 |  |                                       |
|------------------------------------|--|---------------------------------------|
|                                    | FP Pupils achieving ARE+               | FP Pupils making Positive Progress+   |
| <b>Reading</b>                     | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6: | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6 |
| <b>Writing</b>                     | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6  | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6 |
| <b>Maths</b>                       | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6  | Y1:<br>Y2:<br>Y3:<br>Y4:<br>Y5:<br>Y6 |