



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

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 Full evaluation (through staff and parent voice) was not carried out due to school closure in March 2020</p> <p>Learners feel valued and welcome and able to express their worries and anxieties All new learners have settled in well and where necessary they have been referred to Nurture Group for emotional support</p> <p>Learners feel supported in their new surroundings From class buddy's and access to Nurture Group alongside daily contact with teaching staff, learners have felt supported</p> <p>Parents and learners know school expectations and procedures Welcome packs are constantly updated (working document) and the new school prospectus along with the detailed and informative school website ensures expectations and procedures are clear</p> <p>Parental engagement and less anxiety for the child and parents Parents have daily contact with the class teacher's before and after school. Parents can also request meetings with our Nurture teacher and SENDCo</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 Through termly pupil progress and MTP assessments, teachers are able to set appropriate targets to support and develop learners needs</p> <p>FP learners are applying the skills/knowledge gained during first quality teach, within classroom lessons Learners are able to complete tasks with increasing independence</p> <p>Effective evaluation of provision for FP learners with all staff informed Full evaluation of interventions are completed termly by SENDCo and reported to staff through CT and TA briefings supported by data analysis highlighting intervention needs</p>

				<p>FP learners are making accelerated progress Summer 2020 data unavailable due to national school closure</p> <p>The gap between FP learners and their peers is diminishing Summer 2020 data unavailable due to national school closure</p> <p>Learning and topic gaps are identified quickly and diminished Teaching staff now complete SL data analysis from MTP termly where they analyse data fully and complete actions such as speaking with CTs to offer support with specific learners or teaching knowledge and skill. Spring data showed that the gap between less able learners and ARE learners was steadily closing.</p> <p>More FP children achieve GDS across core curriculum subjects Most of our FP children do not receive interventions to close gaps across core subjects meaning that they are ARE or GDS. From spring data analysis, all FP learners were making steady progress and attainment. Data was unavailable due to national school closure.</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 Nurture group is available daily at lunchtimes. Learners freely access when required and can also be referred by CT or SENDCo.</p> <p>The learner achieves something positive during their Nurture Group session Through a variety of activities such as the different colour zones and strategies of how to deal with situations can then be used and applied in the classroom, playground and at home.</p> <p>The learner takes responsibility for their learning Every child who attends nurture club has something displayed in 'The Zone' that they have made or contributed to allowing them to have ownership. Using the strategies they are taught, they can apply these in the classroom situation therefore giving them responsibility for their learning.</p>

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>Only a couple of FP learners have accessed lunchtime nurture group and have been given strategies to support them with their emotions and well-being.</p> <p>FP learners access emotional support by attending the club (register attendance)</p> <p>Attendance register used alongside 1.1 sessions for some children with the welfare teacher which occur weekly.</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>Any strategies that the learners are taught/shown are also shared with parents so that the learners can consistently apply their strategies in the home and school setting.</p> <p>Experiences are transferrable to learning which enables FP learners to achieve better academic / social outcomes</p> <p>Learners who have attended nurture club have demonstrated better focus in class and have continued to make steady progress and attainment. Final data unavailable to due to national school closure.</p> <p>FP children feel valued and have a sense of purpose</p> <p>Learners are represented throughout different elements within 'The Zone' whether it is a piece of well-being art or craft or their personal positivity cloud which are hung up in the room.</p>
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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>There is a variety of resources for the learners to access to support their well-being, academic and social needs from sensory materials to visual supports.</p> <p>FP learners will be able to engage with other children who are experiencing similar difficulties and issues as them</p> <p>The learners are invited to hare their feelings and gain support from each other using the resources provided and through the mentor programme where they can discuss any family changes e.g. parental deployment/parent living away from home.</p> <p>Parents can become familiar with resources used in school so that they can further support at home</p> <p>Parents can request meetings with nurture teacher (some have accessed this over the year) in order to further support their child appropriately 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 FP learners participate in national initiatives for Service children</p> <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>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>The learners all gained a better perspective of military life from the Remembrance Day assembly in KS1 and KS2, and the Navy meteorologists and trip to Northwood HQ in KS1. All learners were given the opportunity to ask questions and also share their own experiences if they are FP learners.</p> <p>All learners have a deeper understanding of what the Armed Forces purpose is/are</p> <p>As mentioned above, all learners in KS1 and KS2 have had contact with members of the Armed Forces throughout the academic year.</p> <p>FP learners will have an understanding of the Armed Forces from older generations</p> <p>This aspect was discussed during Remembrance but also further developed through cross-curricular events during lockdown linked to VE Day and Colonel Tom's fundraising efforts.</p>

				<p>FP and non-FP learners are able to talk about what Remembrance Day means to them</p> <p>Learners attended the Remembrance assembly where the opportunity arose to discuss what Remembrance meant to them. This was then followed up through further activities in the classroom through the medium of Remembrance poetry, 'Where the Poppies Grow' and other cross-curricular writing and activities. Next year, we will find ways to include EYFS further, but at a sensitive level so as to not upset or frighten 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> <p>Most learners have a good understanding of this. Our goodbye bags have given all learners ownership in saying goodbye to classmates. Many CTs, particularly in EYFS and KS1 held circle times and 'show and tell' to allow learners to share their new school, worries and fears.</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>The learning programme has been a success this year. Mentors are confident in delivering advice and support to learners who require emotional support.</p> <p>Mentor club has a variety of resources to meet the needs of vulnerable learners</p> <p>Mentors have made worry boxes and positivity boxes to allow vulnerable learners to write their worries down and open their positivity boxes when they need a confidence and esteem boost.</p> <p>FP learners/mentors attend Diana Award events and represent Eastbury Farm Primary School</p> <p>The mentors attended the Diana Award Anti-Bullying Day in November 2019 where they were trained in dealing with situations where they can support vulnerable learners.</p> <p>Mentors share their learning with all learners through assembly and small workshop sessions</p> <p>The mentors held an assembly after attending AB Day in November and supported Remembrance assemblies. VE Day and</p>

				<p>Armed Forces Day celebrations did not go ahead due to national school closure.</p> <p>Vulnerable learners have increased self-esteem and are able to talk about their feelings and anxieties</p> <p>Mentors have used a variety of techniques alongside nurture club to support vulnerable learners. Mentors sessions have demonstrated that learners feel comfortable in discussing 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>The mentors shared their personal experiences during the AB Day where they confidently talked about the difficulties of being a forces child such as moving schools frequently and parental absence.</p> <p>FP learners understand what bullying and diversity mean and how to celebrate them at EFS</p> <p>Through their attendance at AB Day at Alexandra Palace in November 2019 and their follow up activities, learners were able to celebrate diversity especially that of the LGBTQ community.</p> <p>FP learners are trained in all aspects of mentoring and supporting peers across the school appropriately</p> <p>Mentors hold weekly sessions with learners from KS1 and KS2 alongside their presence in the playground. All mentors are trained in AB strategies and well-being/improving confidence strategies, which will be further developed next year through our Little Learner's well-being course.</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>To give learners the opportunity to practice mindfulness and relaxation techniques</p>	<p>Learners will have new coping strategies to apply when they are under pressure or emotionally struggling</p> <p>All learners who attend 'The Zone' have worked through the colour zones and can now recognise how to support themselves and apply the strategies taught.</p> <p>Learners will recognise the importance of self-care and well-being</p> <p>All learners understand what the term 'well-being' means and how to support themselves using the strategies covered in mentor and nurture group sessions.</p>

				<p>Learners will have a safe haven to escape from classroom situations</p> <p>'The Zone' was a huge investment for the school this academic year. It has soft furnishings, calm colours and many sensory elements to suit the needs of all learners. Feedback from learners is very positive- they love their time in 'The Zone'.</p> <p>Learners will be able to access a variety of sensory resources to improve their mental well-being</p> <p>All sensory resources are readily available and labelled.</p> <p>Learners will be able to share anxieties and worries</p> <p>Learners have opened up to nurture club staff, mentor group staff and teaching staff about their anxieties and worries. Support has been able to be implemented swiftly and the necessary resources and strategies used.</p>
Whole School	'The Zone' Leader Training (well-being)	£1000	<p>Staff to be trained in dealing with situations which affect or could potentially affect 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>The Leader will feel confident in dealing with issues that arise, supporting learners appropriately</p> <p>The leader has attended and completed many courses and feels that she is fully equipped and confident in dealing with the possible issues that may arise within our Eastbury Farm environment.</p> <p>FP learners will feel safe, secure and supported</p> <p>Feedback from learners has been very positive. The learners look forward to their sessions with the Zone Leader. Her gentle and calm approach makes learners feel at ease and her good use of visual prompts reminds and allows learners to apply their coping strategies easily.</p> <p>FP learners will receive current/up to date support with a focus on mental and physical well-being</p> <p>The zone leader has continued to develop her own knowledge and understanding through online courses while sharing her knowledge and course with other staff. This allows learners to receive the most up to date support available. This will be key focus as schools gradually return after the Covid-19 epidemic.</p>

Data unavailable due to national school closure from 20.3.20 (Covid-19)