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 2018-19

Expected total for academic year = £13,800

Summary Information					
School	Eastbury Farm Primary School				
Academic Year	2018-19	**Total FP budget**	£13, 800	**Date of most recent FP Review**	June 2018
Total Number of pupils	316	**Number of pupils eligible for SPP**	40	**Date for FP review**	Mid-term- Feb 2019 Final- July 2019

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 2018 Final review and analysis to be carried out in July 2018

Whole school	Welcome and Goodbye Packs	£500	To ensure that learners feel emotionally supported when joining and leaving Eastbury Farm To ensure that learners and parents feel settled and welcomed into their new surroundings To ensure learners and their family who are leaving feel valued and part of the school community Learners transition into school calmly and with less anxiety as the school is working more effectively with the family as a unit	Effective evaluation of provision for FP learners with all staff informed The feedback has continued to be positive with regard to the packs. Comments included 'Professional and informative. Learners feel valued and welcome and able to express their worries and anxieties Staff are able to talk to chn when they visit and reassure them. Key information issued in welcome packs such as class timetable and curriculum newsletter. Learners feel supported in their new surroundings Chn feel instantly relaxed as they are armed with knowledge about their new school, class and expectations. Parents and learners know school expectations and procedures The school ethos and expectations are clearly outlined through the school handbook and policies which are available on the website. Parental engagement and less anxiety for the child and parents The information pack alongside the office and teaching staff we spoke to during our visit answered and reassured us' and pupil voice: 'It makes me feel like I will be really missed!'
Whole school	Intervention Teaching	£5500	To accelerate the progress of individual learners in personalised areas To close the gaps in reading, writing, maths and speech and language To close the gaps in missed subjects through transition from other schools To provide further challenge with those FP learners with the potential to achieve GDS	Gaps in learning for FP learners have been addressed Children are all making progress with some minor exceptions in R, W and M which will be further addressed next session through interventions. FP learners are applying the skills/knowledge gained during tuition, within classroom lessons The % of FP chn who are above ARE is high, at least 50% across all three core areas. Ch entering Y2 should be closely monitored as this is where key gaps are evident. Effective evaluation of provision for FP learners with all staff informed Pupil progress and CT/TA meetings have allowed dialogue so that all key stage team members are aware of needs and next steps. FP learners are making accelerated progress The data shows that the FP chn The gap between FP learners and their peers is diminishing FP chn have consistently continued to achieve learning outcomes and catch up on any missed learning through transition from old

				schools. Learning and topic gaps are identified quickly and diminished CTs work closely with TAs to identify any chn who require support/pre-teach and update interventions frequently (intervention timetable is a working document). More FP children achieve GDS across core curriculum subjects This has been evident within science and PE through SL MTP data analysis.
Whole school	Counselling	£530	To give our most vulnerable FP learners the opportunity to talk to a trained counsellor To enable learners to thrive within their families and to increase family self-esteem and resilience	FP learners are using and applying the strategies to deal with their emotional barriers and therefore there are less behaviour incidents that require higher level consequences Pupils now have a safe and supportive environment and outlet for sharing their anxieties. For some chn there have been less incidents as counselling has allowed them to find ways to manage their emotional needs. Positive behaviours for learning with emotional barriers reduced, enabling FP learners to make progress Most FP learners made positive progress (see data). Allows FP learners to access all learning- academic, social and emotional Counselling has proven to be effective in allowing the chn to engage in topics that they may have felt uncomfortable discussing with a parent/guardian or teacher.
Whole school	Nurture Club Resources	£100	To enable learners to access suitable resources to support them with academic, emotional or social barriers To allow the learners to take ownership of a task/resource	Allows learners to access resources to help them manage or cope with a situation The Nurture Group has been accessed by a wider variety of chn this academic year, particularly those who are experiencing anxiety or stressful situations/change at home. The learner achieves something positive during their Nurture Group session The chn are able to self-select what they feel will help or support them whether that be an activity, a game, mind mapping their thoughts to 'create headspace' or talking with our nurture group leader. The learner takes responsibility for their learning Most of the chn who have displayed challenging behaviour have used skills they have learned by attendingNurture Club to allow them to manage their learning and behaviour responsibly.

Whole school	Lunch Time Nurture Club Staffing	£4350	To enable all FP learners to access support available and raise self-esteem Provide buddies for new learners Nurture leader to develop work with parents and children	Adults will show patience, acceptance, curiosity and empathy when working with a forces child to develop their self-worth, confidence and resilience Without the staff to run the Nurture Group, the above would not be possible. The Nurture Group leader has received training in dealing with difficult situations so that chn feel confident and display resilience. FP learners access emotional support by attending the club (register attendance) Nurture Club has played an integral part in allowing chn who struggle with social interaction and emotional outbursts to feel included. Parents become familiar with the school ethos, and feel supported which in turn enables them to support their children with their learning at home Parents are informed when their child attends Nurture Group so that they can support further at home. Experiences are transferrable to learning which enables FP learners to achieve better academic / social outcomes Nurture Group has given learners support in dealing with situations confidently and sensibly, selecting the 'right choice' when faced with a challenging situation. FP children feel valued and have a sense of purpose Chn are included and feel confident in managing their emotions and behaviours in and out of school.
Whole School	Nurture Group Leader Training	£1800	Staff to be trained in Nurture principles and have an understanding of attachment difficulties To enable all FP learners access to support	The Group Leader will be confident in dealing with emotional issues that arise following Nurture principles The Nurture Club leader is now confident in advising and supporting learners emotional and social needs. She now has a greater understanding of activities that can support individual chn allowing the child to be responsible with increased confidence. FP learners will receive current/up to date support with a focus on mental well-being As the NG leader has been trained, all current advice and strategies are implemented during sessions.

Whole School	Resources to Support the Most Able	£500	To support the more able in their learning by ensuring further challenge	The most able learners will reach their full potential in terms of progress and attainment Most chn achieved positive progress. Y1 chn entering Y2 should be monitored as there appears to be gaps in learning (see data) which will be addressed through interventions and targeted teacher assessments next session. Through SL and SLT monitoring, differentiation has been evident across all subjects and year groups (both teaching and recorded learning in books). More FP learners will achieve GDS in core and foundation subjects Through MTP analysis, SLs are now able to identify learning needs and specific outcomes to increase the number of chn achieved GDS in all subjects.
Whole school	Armed Forces Day and Remembrance Day Celebration	£120	To allow each armed force to be represented as a celebration for FP learners and their parents To give all learners an understanding of what the Armed Forces are FP learners participate in national initiatives for Service children FP learners have a deeper knowledge and understanding of the Services and what role their parents play in the Service family To understand the history and background of Remembrance day	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 Armed Forces Day plans were cancelled due to ongoing overseas commitments of many personnel based at NWDHQ. Next year, military wives will be given a role to help organise a 'street party' for Armed Forces Day. All learners have a deeper understanding of what the Armed Forces purpose is/are Children from non-forces backgrounds particularly enjoyed these sessions and asked forces children lots of questions, further opening communication. FP learners will have an understanding of the Armed Forces from older generations Through Remembrance activities that were given to CTs and the workshops in KS2 from serving members of the Armed Forces, all chn were able to link to times gone by, with a focus upon WW1 and WW11 in KS2 English lessons. FP and non-FP learners are able to talk about what Remembrance Day means to them Remembrance Day was a huge success. Members from a variety of Forces attended the school to give KS2 a series of mini-workshops: Equipment and Uniform, Music from War and an assault course/PT session. The feedback from children and parents was extremely positive and this is something we aim to

				organise again next session.
Whole school	The Diana Award Mentoring Programme	No cost	To raise the profile of Diana Awards at Eastbury Farm To train future mentors To ensure mentors are confident in dealing with any issues that may arise To ensure learners leaving feel valued and part of the school community To enable learners to thrive within their families and to increase family self-esteem and resilience	Year 3 learners transitioning into Year 4 are trained as mentors Transition takes places during the final weeks of summer term and training throughout Autumn 1. This has worked successfully over the past 3 years, so will continue into next session. Mentor club has a variety of resources to meet the needs of vulnerable learners No new resources were purchased this session as we still have a variety of resources to use from last year (key rings, games, talking games, blueys, paper, card). FP learners/mentors attend Diana Award events and represent Eastbury Farm Primary School The confidence that our mentors have gained is immeasurable. Each mentor played a key part in the success of the Anti-Bullying Day event at Alexandra Palace alongside feeding back their learning and experiences to the whole school and providing instrumental support emotionally and socially to their peers. Mentors share their learning with all learners through assembly and small workshop sessions The weekly lunchtime club attendance dwindled over the year, so the mentors decided to focus upon their role in the KS1 and KS2 playground: supporting friendship issues and personal challenges of other children. Vulnerable learners have increased self-esteem and are able to talk about their feelings and anxieties If funding is secured, we hope to purchase a pergola, which will become the lunchtime mentor base located between both playgrounds. We are in the process of arranging further anti-bullying training through the Diana Award to further develop our mentors and allow them to implement new strategies.
Whole School	Well-being Workshops/Clubs	£400	To enable all FP learners to access support available and raise self-esteem To give learners the opportunity to practice mindfulness and relaxation techniques	Learners will have new coping strategies to apply when they are under pressure or emotionally struggling Through Nurture Group and Mentor sessions, support has been given to those chn who are struggling. Learners will recognise the importance of self-care and well-being This has been covered through PSHE lessons and attendance at NG and Mentor sessions. Learners will be able to share anxieties and worries

				Unfortunately, workshops did not run this year, but through our Nurture Club and Lunchtime Mentor club, chn from across the school have benefited socially and emotionally. Workshops are something that we could incorporate into Health/Science/Sports week next session.

End of Year Data Y1 – 6: JULY 2019		
	FP Pupils achieving ARE+	**FP Pupils making Positive Progress+**
Reading	Y1: 7/12 Y2: 7/7 Y3: 3/3 Y4: 3/4 Y5: 3/3 Y6: 4/5	Y1: 10/12 Y2: 5/5 Y3: 3/3 Y4: 2/3 Y5: 3/3 Y6: 4/5
Writing	Y1: 6/12 Y2: 7/7 Y3: 3/3 Y4: 3/4 Y5: 3/3 Y6: 3/5	Y1: 9/12 Y2: 4/5 Y3: 3/3 Y4: 2/3 Y5: 3/3 Y6: 3/5
Maths	Y1: 8/12 Y2: 7/7 Y3: 3/3 Y4: 3/4 Y5: 3/3 Y6: 4/5	Y1: 10/12 Y2: 4/5 Y3: 3/3 Y4: 2/3 Y5: 3/3 Y6: 3/5