

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023- 2024 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	337 (including 30 nursery pupils)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Liz Ormonde Headteacher
Pupil premium lead	Liz Ormonde
Governor / Trustee lead	Mohammed Ladha Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,035

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.

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. Outcomes at the end of KS2 2023 demonstrate that pupils in receipt of pupil premium funding have better outcomes at age related expectations compared to other pupils. 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 pupils, there are gaps in learning in key subjects
2	For some of our pupils we have identified speech and language difficulties
3	At least one or more adverse childhood experience (ACE) with the potential direct effect on the pupil's feeling of safety, health and wellbeing.
4	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. That our universal offer is underpinned by a focus on quality first teaching. That our professional development programme supports all teachers to be able to respond to pupil barriers to learning, including gaps in understanding. That our Teaching Assistants (TAs) are confident to support learning as a consequence of CPD	Increased teacher confidence in adapting teaching and learning, so barriers to participation are removed. Increased TA confidence in a range of inclusive strategies through further training with a focus on the EEF five-a-day approach. All pupils are making good progress from their starting points
2. To ensure that support staff are sufficiently equipped to deliver targeted speech and language interventions, either as a result of our screening or following external advice	Support staff are skilled in delivering evidence based interventions such as NELI. That support staff have accessed training to enable them to deliver programmes to pupils/ groups of pupils to support speech and language development
3. 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
4.To ensure our curriculum continues to support opportunities for increasing cultural capital	That all pupils can access enrichment and that our curriculum continues to offer experiences as evidenced through WOW moments and floor books

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

Budgeted cost: £11,000

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) and additional support from teaching and learning advisors (English, maths and EYFS) we can ensure all teachers are supported to deliver high quality teaching and learning. All support staff in KS1 and KS2 are engaging with universal and universal+ training (based on the EEF 5-a-day	EEF Effective Professional Development EEF Special Educational Needs in Mainstream Schools Making Best Use of Teaching Assistants (EEF)	1,2

approach). Additional support staff hours are allocated to those pupils who need additional support or resources to access first quality teaching		
To continue to develop a whole school approach to securing good mental health and wellbeing through continual staff development and training, including the wider implementation of Zones of Regulation	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. Promoting and supporting pupil mental health and wellbeing in schools	3
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 and attended by key staff in the phase	2

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition using the Recovery Premium. Focusing on pupils in KS2	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

<p>Additional teaching assistant support across KS2. The focus is on supporting pupils in lower KS2 with additional phonics interventions as well as delivering SEMH interventions following Boxall Profile assessments. An additional HLTA in KS1 ensures that for some pupils there is additional support as part of whole class teaching</p>	<p>Making Best Use of Teaching Assistants (EEF)</p>	<p>1,2,3</p>
<p>Delivery of specific targeted interventions to support the development of oral language skills to include: NELI, WellComm and targeted language groups supported by Hertfordshire Community NHS Trust – Speech and Language Therapy Service</p>	<p>Evidence of the impact of NELI</p>	<p>1,2</p>

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

Budgeted cost: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To encourage all pupil premium children to attend one enrichment club on a regular basis</p>	<p>Wider strategies Participation in the arts</p>	<p>4</p>
<p>Subsidies are available for the cost of school trips, school journeys, school uniform</p>	<p>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. Poverty proofing</p>	<p>4</p>
<p>School can offer the support of a named Family Support Worker to families who we</p>	<p>Offering targeted support is part of the Hertfordshire Safeguarding Board graduated response</p>	<p>3</p>

<p>feel may benefit from this support. The focus can range from attendance, punctuality to support for individual family issues and additional parenting support</p>		
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Total budgeted cost: £27,900 (this is a slight overspend from funding received, however this takes in to account our high mobility and the likelihood of increasing numbers of pupils in receipt of pupil premium funding across the year)

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 2022 to 2023 academic year.

Outcomes for children in receipt of pupil premium funding are very much linked to individual pupils and due to low numbers trends are not identifiable. Having carried out a detailed analysis of end of year outcomes, individual pupils who are not working at curriculum expectations or above but who do not have identified SEN barriers remain a key focus.. Consequently CPD for staff on further developing strategies for inclusive teaching is a focus for 2023-24.

Across 2022-23 there was a gap of 0.1% between the attendances of pupils in receipt of pupil premium funding in comparison to others. Attendance overall is in the top 20% nationally. Persistent absence for the PPG was 6.3% compared to 11.3% for non PPG pupils.

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. Through the use of the Boxall profile, the impact of this work can be demonstrated. This work continues as part of the focus for 2023-24.

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

Programme	Provider
NELI (Speech & Language Programme)	Nuffield

Service pupil premium funding

Detail	Amount
Number of pupils in school	306 (plus 30 in nursery)
% of service premium eligible pupils	4.5%
Service premium allocated this academic year	£5360
Total budget for this academic year	£5360

The vast majority of service premium funding is use to offer pastoral support for service pupils should this be required. Pastoral support is integral in our school offer, and specific pastoral support is available from our Mental Health Lead and from our pastoral support teaching assistant. Goodbye and Welcome packs are provided for our service pupils. For some service pupils for whom this is an overseas posting for their parents, we provide additional support through Learning Village for English language support, Twinkl for dual language resources and Literacy Toolbox for focussed language work.