



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 2017 - 2018

Expected total for academic year = £12,000

Summary Information					
School	Eastbury Farm Primary School				
Academic Year	2017-18	Total FP budget	£12,000	Date of most recent FP Review	n/a
Total Number of pupils	332 (30 of which are in Nursery)	Number of pupils eligible for SPP	40	Date for FP review	Mid-term- Feb 2018 Final- July 2018

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	£1000	<p>To ensure that children feel emotionally supported</p> <p>To ensure that children feel settled and welcomed into their new surroundings</p> <p>To ensure children leaving feel valued and part of the school community</p> <p>Children 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>Pupil voice feedback shows that the children settle in quickly as teachers are pro—active in setting up their books, resources, coat pegs etc prior to them starting at EF</p> <p>Children feel valued and welcome and able to express their worries and anxieties</p> <p>Pupil voice evidence shows that the children feel comfortable attending mentor club and nurture group to discuss any settling in issues. The use of worry boxes in KS2 has allowed staff to identify issues and support children quickly</p> <p>Children feel supported in their new surroundings</p> <p>Class teachers have a buddy system to help children settle in. Feedback from pupils and parents has been positive</p> <p>Parental engagement and less anxiety for the child and parents</p> <p>Feedback from parents has been positive. The welcome packs allow parents to feel well informed about life at Eastbury Farm and the leavers' packs mean that the children leave feeling valued</p>
Whole school	Intervention Teaching	£3500	<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>Gaps in learning for FP learners have been addressed</p> <p>Intervention data analysis shows that FP children are making good progress with some making accelerated progress</p> <p>FP learners are applying the skills/knowledge gained during tuition, within classroom lessons</p> <p>Many of our FP children are achieving GDS outcomes which demonstrated their ability to apply skills taught. Others are working within ARE outcomes and applying skills and knowledge appropriate to their level</p> <p>Effective evaluation of provision for FP learners with all staff informed</p> <p>Termly data analysis provides evidence allowing gaps to be addressed. Interventions to support and challenge have been implemented across each key stage</p> <p>FP learners are making accelerated progress</p> <p>Data analysis shows a significant increase in FP children achieving GDS outcomes</p> <p>The gap between FP learners and their peers is diminishing</p> <p>Termly data analysis and pupil progress allows gaps and challenge interventions to be created in order to improve outcomes for FP children</p>

				Learning and topic gaps are identified quickly and diminished Subject leaders now analyse data to identify gaps in learning
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 outbursts and therefore there are less behaviour incidents that require higher level consequences Most of the children receiving counselling are now sharing their anxieties and concerns willingly and finding ways of dealing with their frustrations. Counselling and well-being will continue to be a focus into the next academic session Positive behaviours for learning with emotional barriers reduced, enabling FP learners to make progress The children are encouraged to talk to staff, use worry boxes and/or attend mentor club or the daily nurture group. As a school, all children are celebrated and supported allowing them to make progress emotionally and academically
Whole school	Resources to Support the Most Able	£1500	To support the more able in their learning by ensuring further challenge	The most able pupils will reach their full potential in terms of progress and attainment Maths scheme purchased and used within KS2 to further boost attainment outcomes
Whole school	Lunch Time Nurture Club	£3550	To enable all FP learners to access support available and raise self-esteem Staff to be trained in Nurture principles and have an understanding of attachment difficulties Provide buddies for new children 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 Nurture group is led by a HLTA who is part of a forces family and therefore she is able to empathise well FP learners access emotional support by attending the club (register attendance) At least 1 FP learner has accessed the group each week Parents become familiar with the school ethos, and feel supported which in turn enables them to support their children with their learning at home Parent voice and Ofsted comments support the fact FP families are familiar with the school ethos Experiences are transferrable to learning which enables FP learners to achieve better academic / social outcomes Data for FP learners shows they progress well, this is also evidenced in our May 2018 Ofsted report FP children feel valued and have a sense of purpose Parent voice shows that FP children feel valued at EFPS

Whole School	HMS Heroes Membership	£120	<p>To enable FP children to access emotional support and learn to work with other Service children across the country</p> <p>To develop intergenerational dialogue and talking with people of all ages</p> <p>To participate in the national Heroes network</p>	<p>Unfortunately this outcome was not met as HMS Heroes were unable to support us</p> <p>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>FP learners will develop confidence and self-esteem in communicating and participating in national initiatives</p> <p>FP learners will have an understanding of the Armed Forces from older generations</p> <p>This has happened through assemblies and fundraising for the charity 65 Degrees North</p>
Whole school	Armed Forces Day Celebration	£500	<p>To allow each armed force to be represented as a celebration for FP children and their parents</p> <p>To give all children an understanding of what the Armed Forces are</p>	<p>Members from the Royal Marines, Royal Air Force, British Army and Royal Navy to participate in a whole school assembly- children will be able to ask questions</p> <p>On Wednesday 3 July, representatives from each armed force came into speak to KS1 and KS2 children about their career choice and experiences</p> <p>All children have a deeper understanding of what the Armed Forces purpose is/are</p> <p>The children responded well to the visitors, asking lots of questions demonstrating a willingness to understand and deepen their knowledge of the armed forces community</p>
Whole school	Remembrance Day	£300	<p>To understand the history and background of Remembrance day</p>	<p>FP and non-FP children are able to talk about what Remembrance Day means to them</p> <p>Through our liaison links with Northwood HQ we were able to arrange the band master to attend and play the Last Post as part of our poppy laying celebration. The children were respectful during the celebration and through class discussions, teachers were able to feedback about the children's thoughts about Remembrance Day</p>

Additional MOD Grant Forecast Spending Plan 2017 – 2018

Total for academic year = £11,000

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	Forest School Training and Equipment	£6000	To allow Forest School to be further embedded into the EYFS curriculum To broaden learning experiences through the use of new equipment	To allow children to explore the outdoor environment in a safe and controlled manner Nursery and Reception pupils all have weekly forest school lessons and are able to explore the outdoors safely Effective evaluation of provision for FP learners and non-FP with all staff informed of progress/impact EYFS data shows FP learners make as much, if not more, progress than non FP learners EY children are comfortable in the Forest School surroundings and know how to use equipment safely Through observations, it is clear the pupils are able to use all equipment safely
Whole school	York Reading Assessment Programme	£1000	To support pupils with gaps in reading	Pupils will make at least expected progress in reading This has been used as an intervention for FP learners who need this support. All have made at least expected progress
Whole school	Rapid Maths	£1000	To support pupils with gaps in maths	Pupils will make at least expected progress in maths We invested in a different maths scheme that falls in line with the 2014 curriculum. Data shows FP learners make at least expected progress in maths
Whole School	Diana Awards Mentoring Programme	£3000	To raise the profile of Diana Awards at Eastbury Farm To train future mentors To allow mentors to attend functions related to the Diana Awards To purchase Mentor club resources	Year 3 children transitioning into Year 4 are trained as mentors The Year 4 children are now confident in dealing with many issues such as settling in and moving anxieties as well as friendship worries Mentor club has a variety of resources to meet the needs of vulnerable children The resources purchased have allowed children who have attended mentor club sessions to be distracted and share their thoughts and worries in a calm manner

			<p>To ensure children 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>Children attend Diana Award events</p> <p>Some of the mentors were lucky enough to attend an event where they met Prince Harry, who gave an inspirational talk to the children. Each mentor also attended an anti-bullying day workshop which gave the mentors the necessary training to help them develop the Diana Award anti-bullying initiative in our school</p> <p>Vulnerable children have increased self-esteem and are able to talk about their feelings and anxieties</p> <p>Children who attend mentor club, as well as the mentors themselves have all shown increased resilience and a willingness to share their anxieties</p>
--	--	--	--	---

End of Year Data Y1 – 6: JULY 2018		
	FP Pupils achieving ARE+	FP Pupils making Positive Progress+
Reading	Y1: 10/10 Y2: 6/6 Y3: 3/5 Y4: 2/5 Y5: 3/4 Y6: 1/1	Y1: 9/9 Y2: 2/2 Y3: 3/5 Y4: 2/4 Y5: 3/4 Y6: 1/1
Writing	Y1: 8/10 Y2: 6/6 Y3: 2/5 Y4: 1/5 Y5: 3/4 Y6: 1/1	Y1: 6/9 Y2: 2/2 Y3: 2/5 Y4: 1/4 Y5: 3/4 Y6: 1/1
Maths	Y1: 9/10 Y2: 6/6 Y3: 4/5 Y4: 3/5 Y5: 3/4 Y6: 1/1	Y1: 7/9 Y2: 2/2 Y3: 4/5 Y4: 4/4 Y5: 3/4 Y6: 1/1