

1. Summary information					
School	Eastbury Community Primary School				
Academic Year	2018-19	Total PP budget	£15,000	Date of most recent PP Review	N/A
Total number of pupils	279	Number of pupils eligible for PP	12	Date for next PP Strategy Review	December 2019

At Eastbury Community Primary, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. We aspire to: 'Getting the best from and for all our learners'.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the children that need it most.

Data at the end of the year in 2017/18 shows the impact of the funding as pupil premium pupils (PP pupils) are achieving above non-pupil premium pupils across the school.

Given the relatively small number of Pupil Premium pupils (12 / 279 (8%) including am and pm nursery) extreme care is needed with the analysis and interpretation of data. A fair proportion of our Pupil Premium pupils are SEND, SEMH, and/or EAL which can also impact on their progress and attainment and affect performance data.

It is for the school to decide how the Pupil Premium allocated to schools per FSM pupil is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The Pupil Premium Strategy is published to ensure that parents are fully informed about the amount of allocation, barriers face by eligible pupils, how the funding is spent, how impact will be measured and the date the strategy will be reviewed.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

2. Attainment 2017 (Based on year 2 results) See appendix for additional information

National figures for <i>pupils eligible for PP</i>		National figures for <i>pupils not eligible for PP (2017)</i>	
% achieving expectations in reading	65%	% achieving expectations in reading	77%
% achieving expectations in writing	75%	% achieving expectations in writing	81%
% achieving expectations in maths	68%	% achieving expectations in maths	80%
Progress measure in reading	TBC	% achieving expectations in reading	0.33
Progress measure in writing	TBC	% achieving expectations in writing	0.18
Progress measure in maths	TBC	% achieving expectations in maths	0.29

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	A higher proportion of PP pupils do not reach a greater depth due to them not having a rich vocabulary and knowledge of subject-specific vocabulary
B.	Low levels on entry of PP pupils, particularly in communication, literacy and language – poor oral language skills remains a barrier
C.	Low language and literacy skills, particularly comprehension of PP pupils, impacts on their ability to reach the expected standard or greater depth in reading
D.	Lack of fluency, reasoning and problem solving skills in maths.

External barriers (issues which also require action outside school, such as low attendance rates)

E	Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school.
E.	Increasing numbers of PP pupils with social and emotional difficulties.
F.	Many do not have access to a broader range of experiences beyond the school day and they are not exposed to a rich language experience at home – this links to in-school barriers A, B and C

3. Outcomes (Desired outcomes and how they will be measured)		Success criteria															
A.	<ul style="list-style-type: none"> Continue to improve the language skills for pupils eligible for PP – target all PP pupils to develop oral literacy through effective questioning and an enriched environment (Resources-working walls, new vocabulary and word banks) 	<p>Reading and Writing in Literacy to be in line with National or above for expected and GD. School PP was 67.7% expected or above - narrow the gap by 16%</p> <p>Increase the number of disadvantaged pupils achieving combined expected in all year groups in reading and writing.</p> <p>Maintain the % of pupil premium children passing the yr 1 phonics test and yr 2 retakes. 2017 83%. 2018 100%</p>															
B.	<ul style="list-style-type: none"> Continue to accelerate the progress of all PP pupils in reading Develop daily guided reading sessions so that there is a specific Reading (Assessment) focus. Improve teaching of reading with a focus on questioning linked to the Learning focus. Continue to improve pupils’ reading skills in all year groups through Better Reading Skills programme and phonics groups Target children who are just below expected and greater depth. 	<p>National outcomes for 2018 for all pupils in KS1 reading was 76% - school PP was 67.7% expected or above - narrow the gap by 16%</p> <p>Increase the number of disadvantaged pupils achieving combined EXS in all year groups in reading and writing</p> <p>Improve the % of PP children passing the Y1 phonics test and Yr2 retakes. Maintain phonics outcomes at 80%+.</p> <p>PP pupils to make 2pts+ progress each term</p>															
C.	<ul style="list-style-type: none"> Secure a higher proportion of PP pupils at expected or greater depth in Reading at the end of KS1, year 3. Develop daily guided reading sessions so that there is a specific Reading (Assessment) focus. Improve teaching of reading with a focus on questioning linked to the Learning focus. Pupils show good comprehension skills when reading understanding a variety of texts by decoding and inference. 	<p>Children are performing in line with non PP children nationally at the end of KS1 and YR 3</p> <p>Children show good skills in reading in particular in inference of a variety of texts.</p> <p>2018 data - Greater Depth KS1</p> <table border="1"> <thead> <tr> <th></th> <th>School All</th> <th>National 2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td>12%</td> <td>21%</td> </tr> <tr> <td>RWM combined</td> <td>5%</td> <td>11%</td> </tr> </tbody> </table> <p>Ensure outcomes close the gap on national</p>		School All	National 2017	Reading	15%	25%	Writing	14%	16%	Maths	12%	21%	RWM combined	5%	11%
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D	<ul style="list-style-type: none"> • Develop skills in fluency, reasoning and problem solving skills in maths • Secure a higher proportion of PP pupils working at a greater depth in maths at the end of KS 1, year 3. 	<p>To narrow the attainment gap between disadvantaged pupils and their peers in maths to ensure that each child maximises their potential</p> <p>Increase the number of disadvantaged pupils achieving combined expected in all year groups.</p>
D.	<ul style="list-style-type: none"> • Improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils within the school and nationally 	<p>All pupils' attendance for 2017-18 was 93.8% PA Overall combined for PP children 89.8% EYFS PP : 86.3 % YR1 PP: 92.1 % Yr 2 PP: 91%</p> <p>Increase PP attendance by 5%. Reduce PA (Medical and Social reasons)</p>
E.	<ul style="list-style-type: none"> • Support PP pupils' social and emotional development through targeted intervention and working with families. • Parents are engaged with school and with their child's learning. • Develop home learning to engage parents more in children's home work. 	<p>Decrease in serious incidents recorded for pupils Ensure needs are addressed and individual provision is put in place for those PP children with SEMH difficulties</p> <p>Larger engagement from parents including Bring Your Grown Up to school, parent meetings etc. Develop home learning shows that parents are supportive and engaged with their children's learning.</p>

F	<ul style="list-style-type: none">• Increase possibilities for and access to resources, such as books, libraries, clubs and life experiences.	To have access to resources, such as books, libraries, clubs and life experiences. Pupils to attend/visit places they would not usually be exposed to Pupils attend after school enrichment clubs Pupils have access to books and maths resources at home
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4. Planned Expenditure					
Academic year	2018-19				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A) Continue to improve the language skills for children eligible for PP Pupils to develop literacy skills through effective questioning.</p> <p>Continue to improve pupil's reading skills in EYFS, yr 1,2,3</p> <p>B) Low levels on entry of PP pupils, particularly in communication, literacy and language – poor oral language skills remains a barrier</p> <p>C) Pupils show good comprehension skills when reading understanding a variety of texts by decoding and inference.</p>	<p>Speech and Language intervention-Led by Targeted Intervention (Better reading Partners)</p> <p>Quality teaching of Phonics across EYFS and KS1. Setting for Phonics in yr 1 and Reception. Target PP children in phonics intervention groups.</p> <p>Target all PP pupils to develop oral literacy through effective questioning and an enriched environment.</p> <p>Provide opportunities to develop understanding of subject specific vocabulary (Resources-working walls, new and subject specific vocabulary and word banks)</p> <p>Develop daily guided reading sessions so that there is a specific Reading (Assessment) focus. Improve teaching of reading with a focus on questioning linked to the Learning focus.</p>	<p>Education Endowment Foundation found that interventions that focus on spoken language and verbal interaction benefit all pupils</p> <p>Bedrock Learning Research Project showed that some disadvantaged pupils have a significant language gap of almost 30 million words- by the age of 5 low income households were over a year behind in their vocabulary- pupils need to gain £3,000 per year.</p>	<p>SEN lead Lead and TA trained in Better Reading Partners.(Intervention) Develop skills of all TAs</p> <p>Monitoring the programme. Observations of the teaching of reading and phonics. CPD in guided reading (Lit lead) Lit leader to lead phonics Daily phonics Daily BRP (groups) Daily GR Tracking of BRP Half termly phonics assessment Termly tracking of reading</p>	<p>HT DHT</p> <p>Phase Leader EYFS</p> <p>Phase Leader KS1</p> <p>SEN Lead</p>	<p>November 2018 February 2019 April 2019 July 2019</p> <p>January 2019 March 2019 July 2019</p>
<p>Improved quality first teaching:</p> <ul style="list-style-type: none"> - 100% good or outstanding teaching - Consistent implementation of practice and expectations across school (Lesson observations / Progress 	<p>Target setting to identify pupil targets and attainment and progress issues</p> <p>Data analysis carried out by CTs Phase leaders, DHTs and HTs to analyse underperforming groups.</p> <p>Termly progress meetings to identify underachieving pupils and strategies identified</p>	<p>As part of the school's SDP and on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.</p>	<p>Initial target setting meeting</p> <p>Termly progress meetings</p>	<p>HT</p> <p>DHT</p> <p>Phase leaders</p>	<p>Termly</p>

meetings/ Learning moderations) C)Secure a higher proportion of PP pupils at expected or greater depth at the end of KS 1, year 3.	Case studies to be introduced for all pupils who haven't met EXS for statutory data points		Lesson observations Learning moderations		
CPD linked to SDP has a significant impact on the quality of teaching and learning and standards.	Learning snapshots and moderations of teaching indicate good progress and quality first teaching Learning moderations and cross moderations/ standardisation to strengthen teaching and learning Training on priorities relating to PP spend improves teaching and learning CPD delivered to staff on pupil premium to ensure everybody is aware of who children are and agenda to target these children in order to close the gap	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership	Lesson observations/ moderations Pupil progress meetings Staff training timetable	HT DHT Phase Leads	Termly
Middle leaders coach and mentor other teachers and TAs to improve practice and quality of teaching.	-Setting high expectations -Developing teachers' practice. Conferencing/effective modelling (Maths Mastery- Hub- SL and ML) -Developing TAs practice-Effective modelling/group work -Developing subject leaders- Action plans linked to SDP -Ensuring consistent implementation of school initiatives- RAG SDP -Facilitating and sharing good practice -Improving quality of assessment -Quality assurance -Data analysis -Monitoring and evaluation	July 2016 DFE standard for teachers' professional development state that: Professional development must be prioritised by school leadership		Headship team Middle Leaders	Termly
Total budgeted cost					£ 2,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intervention groups are having a significant impact on the targeted support.	<p>Target children with extra sessions in Year 1,2, 3 to enable them to rapidly progress and achieve</p> <p>Individualising support at all levels: Targeted for children with significant SEN</p> <p>Provide after school booster and homework clubs to enable engagement in academic studies where support may not be given at home</p> <p>Development of Maths and English through one to one tuition and small group work</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p> <p>TAs trained to deliver daily intervention 1-1 and groups .</p>	<p>Identify pupils in progress meetings</p> <p>Review in each progress meeting</p> <p>Intervention tracker for all pupils</p> <p>Half termly monitoring of progress- data analysis termly</p>	<p>SENCO</p> <p>Phase leaders</p> <p>DHT</p> <p>CTs</p>	Termly
Additional speech and language groups and assessment to cater for the needs of pupils.	<p>Development of language skills: Targeted speech and language support</p> <p>Trained HLTA- Speech and Language -Level 4 enhanced</p> <p>Speech and language groups target specific children in order to improve their speech and language</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p>	<p>Identify pupils in progress meetings</p> <p>Review in each progress meeting</p> <p>Intervention tracker for all pupils analysed data</p>	<p>AHTs</p> <p>SENCO</p> <p>DHT</p> <p>CTs</p>	Termly
Total budgeted cost					£ 10,000

iii. Enrichment and experiences					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will engage in music having experiences in extra curricular arts.	Provide music/singing lessons for pupils. Secondary Music specialist support in Primary	Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” National Curriculum 2013	-Track the attendance and engagement of pupils	Middle leader	Termly
Pupils have the opportunity to engage in extra curricular opportunities provided for by the school.	Provide pupils with access to a range of internally run after school clubs after school clubs e.g. Drama games, cooking, craft, reading-bug club, Active sport and Yoga	Pupils benefit from working with others and being introduced to a variety of experiences.	Report produced each term to monitor the number of disadvantaged pupils attending clubs Invite disadvantaged pupils to attend clubs if they haven't taken up on the offer	Phase leaders DHT HT	Termly
Pupils have the opportunity to engage in extra curricular opportunities provided for by the school.	Provide opportunities for disadvantaged pupils to attend enrichment opportunities e.g. future residential, camping (yr 5) trips to theatre etc through subsidising.	Enrich those who haven't got opportunity in extra curricular activities	Track pupils who attend clubs to ensure disadvantaged pupils have the opportunity	Phase leaders DHT HT	Termly
Total budgeted cost					£1,000

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D) Improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils within the school and nationally</p> <p>School staff encourage and support children and parents to have better attendance at school.</p>	<p>Attendance officer to support families to overcome barriers to attendance through tracking of absence and targeted family work.</p> <p>Weekly reports to SLT on attendance rates for PP pupils</p>	<p>“Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE</p> <p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p>	<p>Tracking children attendance monthly as a Headship team</p> <p>Ensure policy is adhered to for all children</p> <p>Part of SIP 2018-19 to further improve attendance of pupils and reduce persistent absence figures PDBW: to improve the attendance of PA children</p> <p>Whole school approach to improving attendance to continue</p> <p>SEN lead/ Middle leader to line manage attendance officer and regularly update SLT and governors</p>	<p>SENCO Attendance Officer</p>	<p>Monthly</p>
<p>E) Parental engagement is increased through opportunities for involvement within the school.</p>	<p>Organise coffee mornings for parents with a range of focuses and invite key members of the community</p> <p>Provide parent workshops e.g. Phonics, Reading, maths</p> <p>Ensure communication with parents is good. Regularly update the primary website and provide regular newsletters to keep parents informed of upcoming events</p> <p>Home learning clubs run by the PSA to</p> <p>Parental sessions such as ESOL, healthy eating etc. support learning for the family.</p>	<p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.</p>	<p>- Track attendance of disadvantaged families for events such as learning conferences, coffee mornings, come learn with me</p>	<p>Headteacher</p>	<p>Termly</p>

<p>E)Support PP pupils' social and emotional development through targeted support and working with families</p>	<p>Learning mentor provision to support emotional wellbeing and improve attitudes to learning</p> <p>Inclusion team to provide training for staff to support behaviour management strategies used</p> <p>Provide Lunchtime drop-in service for pupils as a place to talk/art therapy/games</p> <p>Parent coffee morning themes</p>	<p>There is numerous research that shows that strong social and emotional skills can also boost motivation, perseverance and self-regulation – critical skills for academic and lifelong success. Children who enter school with good social and emotional skills may be more likely to attend college, earn a degree and enjoy stable employment prospects later in life.\</p> <p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p> <p>To limit the disruption to their own and others' learning, pupils with emotional behaviours need additional learning mentor support.</p>	<p>Part of SIP 2018-19</p> <p>PDBW 3 ensuring pupils have a range of opportunities to broaden their social, moral, spiritual and cultural experiences</p> <p>PDBW 3 to continue to promote the mental health and welfare of all pupils -</p>	<p>SEN Lead HT DHT</p>	<p>January 2018 March 2018 July 2018</p>
Total budgeted cost					£ 2,000

2017-18 Pupil Premium Data

Pupil Premium Report. Summer 2018 Attainment data

Year 2 (6 Children)	PP Below Exp	PP At Expected	PP Above	Non PP Below	Non PP At Expected	Non PP Above	Nat All	Nat PP	Yr 1 2017 B exp	YR 1 2017 Expected	Yr 1 2017 GD	Difference AT EXP
RWM	33.3% (2)	67.7% (4)	NA	0%	55.6%	5%	65	tbc	33.3% (2)	67.7% (4)	0%	0%
Reading	33.4 (2)	50 % (3)	16.7 (1)	31.5	56.9	11.8	75		16.7% (1)	33.4% (2)	50% (3)	16.7%(1)
Writing	33.4 (2)	67.7 (3)		39.2	49	11.8	70		33.4%	66.7%	0 %	0%
Maths	50.1 (3)	33.3 (1)	16.7 (1)	51.1	41.2	11.8	76		16.7%	88.3.%	0 %	55% (3)

EYFS (3 Children)	PP Below Exp	PP At Expected	PP Above	Non PP Below	Non PP At Expected	Non PP Above	Difference
Reading	33.3 (1)	66.7 (2)		22.2	75.9	1.9	11.1%
Writing	33.3(1)	66.7 (2)		22.2	66.7	11.1	0%
Maths	33.3 (1)	66.7 (2)		20.4	75.9	3.7	12.9%

<u>Phonics screening test</u>	<u>Pupil premium</u>	<u>Non Pupil Premium</u>
<u>Yr 1 -2017</u>	<u>83%</u>	<u>74%</u>
<u>Yr 2 -2018</u>	<u>0% (1 child SEN)</u>	<u>93%</u>
<u>Yr 1 -2018</u>	<u>100%</u>	<u>92%</u>

Pupil Premium Progress Data 2017 – 2018							
Reception (Current Y1)							
Pupil Premium Number of Children (3)*	1 step progress	2 steps progress	3 steps progress	4 steps progress	5 steps progress	6 steps progress	6+ steps progress
Reading							100%
Writing							100%
Maths							100%

Pupil Premium Progress Data 2017 – 2018							
Year 2 (current Y3)							
Pupil Premium Number of Children (6)	1 step progress	2 steps progress	3 steps progress	4 steps progress	5 steps progress	6 steps progress	6+ steps progress
Reading		16% (1)		16% (1)	50% (3)	17% (1)	
Writing					16% (1)	83% (2)	
Maths				17% (1)	33% (2)	33% (2)	17% (1)

Note: Expected progress in all years is 5 to 6 steps.