

# Pupil Premium Strategy / Self-Evaluation Eastbrook Primary Academy

1. Summary information					
School	Eastbrook Primary Academy				
Academic Year	2020/21	Total PP budget	£119,705	Date of most recent PP Review	Sept 2020
Total number of pupils	411	Number of pupils eligible for PP	89 (22%)	Date for next internal review of this strategy	Spring 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school) Teacher Assessment</i>	<i>Pupils not eligible for PP (national average) 2019</i>
% achieving expected standard or above in reading, writing & maths	67%	64% (National)
% making expected progress in reading (as measured in the school)	81%	75% (National)
% making expected progress in writing (as measured in the school)	71%	78%(National)
% making expected progress in mathematics (as measured in the school)	91%	76%(National)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Disadvantaged children have less developed literacy skills than those from more prosperous households
B.	Children from disadvantaged households are more likely to require speech and language support

<b>C.</b>	Children from disadvantaged households are more likely to require additional support with regards to their personal and social skills and emotional well-being
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**Additional barriers** (including issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Typical barriers associated with an area of relative deprivation e.g. housing, parental capacity to support learning, access to facilities for remote home learning.
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<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	To diminish the attainment gap between disadvantaged and 'other' pupils at the end of EYFS	End of year target for GLD 4/10
<b>B.</b>	Writing attainment at the end of KS2 to be at least in line with national 'other'	SATs results and TA
<b>C.</b>	For children to pass the phonics screening check in Years 1 and 2 or make at least 10 points progress from their Phonic baseline (start of the academic year)	Year 1 and 2 phonics screening result to be in-line with National
<b>D.</b>	Disadvantaged pupils to have access to age appropriate on-line platforms to support and help deliver effective home-learning	Parental feedback and pupil voice.

**5. Review of expenditure**

<b>Previous Academic Year</b>	<b>2019/20 £124,070</b>
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**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost £30,000</b>

Additional teacher in year 6 (am)	Improved attainment	<p>KS2 teacher assessment results in line or above National results from 2019. Small focus group of children, who were identified as PP and SEN (difficulties with behaviour and attention), taught in a calmer environment with outstanding teacher.</p> <p>Reading – 17/21 (81%)</p> <p>Writing – 15/21 (71%)</p> <p>Maths – 19/21 (91%)</p> <p>Combined – 14/21 (67%)</p>	<p>This approach worked and will continue. Year 6 will have an additional teacher for 3 mornings a week, with third teacher used to teach an additional group for reading, writing and maths. A greater emphasis will be placed on writing (conferencing).</p>	<p>£30,000 for the year</p> <p>Teachers continued to support all pupils over lockdown through remote home learning.</p>
Additional Teacher in EYFS (1 morning a week)	<p>Improved attainment</p> <p>Providing additional interventions in EYFS for vulnerable pupils</p>	<p>Attainment has improved since last year (GLD were prediction based).</p> <p>Targeted interventions were implemented with a small group of children. A range of interventions took place such as maths, phonics, communication and language activities as well as fine motor. Interventions took place in a calm environment with EYFS leader monitoring progress of these pupils. Interventions discussed in pupil progress meetings</p> <p>5/10 pupil premium children on track to achieve GLD based on Spring 2 teacher assessments</p>	<p>Teacher in EYFS enjoyed working in this environment and has enrolled on a Masters degree at a local university. Teacher will be able to share her knowledge with other members of the team and to continue to develop the school's EYFS practice.</p> <p>Last year, the teacher developed her confidence and knowledge of the EYFS curriculum. She will be continuing this role, working alongside the outstanding EYFS lead.</p>	

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>Actual Amount Spent: £59693</b>
Additional HLTA	Improvement in phonic pass rate (End of year 1)  Children's language skills enhanced, leading to accelerated progress	Progress has been made within the phonics groups. The teacher assessments show an improvement from last year.  We feel that phonics has seen the biggest impact from the school closure as parents did not feel confident in delivering phonics lessons to their child. School did invite parents to attend an introduction to phonics and early reading which were well-received. Children are more disadvantaged and did not have access to the internet. Pupil premium children received printed, weekly home learning packs. Phonic games and videos were available for children during lockdown.	If we did go into a local lockdown in the next academic year, more emphasis would need to be placed on daily phonic lessons.  Continue to develop parental awareness of phonics and provide support in delivering phonics to their child.	£6920 per year  HLTA continued to support pupils during lock down and focused on supporting pupils in Reception with their phonics
Support phonics planning HLTA	Improvement in children achieving phonics pass mark	HLTA worked alongside teachers and support staff in planning lessons.	Deputy Head also worked alongside TA to support a group with phonics. Team teaching also took place. Continue with this method next year.	£6920 per year  £4618 was used on HLTA supporting phonics. Remaining £2302 plus an additional £250) was used during the Spring Term to pay for Deputy Head to work alongside TA to maximise progress with a group of PP children.

Tutoring	Improved attainment for pupil premium children by the end of KS2	Improved attainment in KS2 based on teacher assessments	Continue next year if the tutoring can go ahead.  Look at percentage of children for combined. Identify children who may need additional support with a specific	£12,500 per year
2x TA supporting Vulnerable Pupils	Improved social skills and positive relationships established	Both teaching assistants developed positive relationships with the children and were able to provide targeted support. Lunch time club had a greater focus on arts and crafts, teamwork, building relationships and positive interactions. Evidence from behaviour books showed that the number of incidents with these children decreased. Children showed greater resilience when dealing with friendship issues, although this is still an element that needs to be addressed next year.	Lunch time club is currently not an option for next year  If a lunch time club were to run again, continue with similar activities.	£29600
HLTA in EYFS	Improved PP GLD results for 2019-20	HLTA was able to focus on pupil premium children and sent home specific learning activities. Some parents did engage and did have an impact.  Unable to continue with provision after Spring due to school closure.  5/10 (50%) pupils were assessed at the end of Spring 2 as on track to meet GLD.	Continue to develop this role next year. Identify group of pupil premium children and use Tapestry to send home activities and challenges for parents/carers to do at home.	£3503 per year  HLTA continued to support pupils during lock down and worked with 4 children in Reception who were PP

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost  Actual Amount Spent: <b>£34,377</b>
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<p>Child and Family worker</p>	<p>Improved well-being of children and parents</p> <p>Positive relationships formed with parents and children</p>	<p>Child and Family worker supported a number of families during lockdown</p> <p>Positive impact on parental relationships</p> <p>Children were able to spend time talking to the Child and Family worker about their emotions and worries.</p> <p>Additional phone calls made to parents during lockdown.</p> <p>Staff member supported with sending food hampers, sourcing clothes and arranging food vouchers.</p>	<p>Continue with Child and Family worker to support vulnerable families and pupils</p>	<p>£19,000</p>
<p>Art/Play therapy</p>	<p>Improved well-being of children and parents</p> <p>Increased engagement of parents and children in school life</p>	<p>Art therapist used to support pupil premium children in a safe, calm environment, Children showed improved well-being. The art therapist also worked closely with the safeguarding leads to support our most vulnerable pupils.</p> <p>Had a positive impact on the children and parents. Joint sessions were held with parents which they attended.</p> <p>School also had access to a student art therapist</p>	<p>Continue with art therapy next year and target more children who are identified as pupil premium</p> <p>Student therapist to continue with her placement next year.</p>	<p>£8,000</p> <p>Only £5137 of the £8,000 spent.</p> <p>The remaining money was used for additional resources to support vulnerable children/pp during the lock down period. This included Forest school and creative curriculum. These children were unable to access therapy during the lock down period.</p>
<p>Teacher developing social skills during break and lunch times and improving the environment</p>	<p>Improved well-being of children</p> <p>Increased engagement during break and lunch times</p>	<p>Time spent organising and ordering more playground equipment to support positive play</p> <p>PE technician during break and lunch times organising games for children to join in – boosting well-being and positive pupil interactions</p> <p>Evidence from play times/reduced number of play incidents</p>	<p>Continue to provide new equipment</p> <p>Teacher to continue to work on the outside environment</p>	<p>£4107</p>

Educational visits	Access full curriculum and new opportunities	Trips and visits went ahead in the Autumn Term which pupils enjoyed  Residential visits cancelled  Ardingly visit cancelled (normally pupil premium children are invited to this for free)	Continue to provide pupils with the opportunity to visit places	£1100  £680 was spent on education visits.  Balance remaining <b>£420</b> which was put towards the running of the minibus. An additional <b>£630</b> was spent. During lockdown, vulnerable children needed transport to attend school. The minibus ran for 10 weeks, 3 times a week, at a cost of £1050
Music lessons	Access full curriculum and new opportunities	Music lessons went ahead in the Autumn Term.  Money was going to be used for the Sussex Voices choir at Chichester Cathedral – unfortunately cancelled.	Continue to use money for music lessons next academic year.	This money went towards the cost of photocopying the home learning packs for PP children. Printing costs and paper costs totalled £540
CPD	Staff members have opportunities to attend courses	Additional support was provided through REACH2  EYFS leader spent a day for ASL from REACH2 to talk about PP children and how to narrow the gap and what provision could be put implemented.	Ensure this is continued in the next academic year	£1000 allocated

## 6. Planned expenditure

Academic year	<b>2020/21</b>	<b>£119,705</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional teacher in Year 6 (3 mornings a week)	Improve attainment with a focus on writing and maths	This intervention has been implemented in previous years and is known to have a positive impact on children and results	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	VW/NN/JS	Half termly  £8,008
<b>Total budgeted cost</b>					£8,008

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional adult (Deputy Head) supporting Year 1 children with their phonics	Improved phonic attainment at the end of Year 1  Children's language skills enhanced, leading to accelerated progress	Children taught in a small, focused phonics group with outstanding teacher	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	NN/AT	Half termly  £5,200

<p>Additional adult (Deputy Head) supporting the delivery and planning of phonics lessons to year 2 pupils</p>	<p>Improved phonic attainment at the end of Year 2</p> <p>Children's language skills enhanced, leading to accelerated progress</p> <p>Working alongside Year 2 staff to improve confidence when delivering phonic lessons</p>	<p>Children taught in a small, focused phonics group with outstanding teacher</p> <p>Evidence from last year's team teaching of phonic lessons showed that children made progress.</p> <p>Observations showed that teaching assistant was confident in delivering effective phonic lessons</p>	<p>School monitoring and process</p> <p>Pupils progress meetings, half termly data, observations and pupil voice.</p>	<p>NN/AT</p>	<p>Half termly</p> <p>(3 hours a week)</p> <p>£4,560</p>
<p>HLTA/TA in EYFS (2 days a week)</p>	<p>Improved PP GLD results for 2020-21</p>	<p>Last year, member of staff worked alongside parents/carers of children who are PP, to support with home learning (tutorials, workshops, advice).</p> <p>Positive feedback from parents and children</p> <p>Improved engagement from parents</p>	<p>MP monitor tutorials on Tapestry, timetabling, HLTA observation, pupil and parental engagement</p>	<p>MP/NN</p>	<p>Half termly</p> <p>£10,517</p>

Tutoring for PP children %	Improve attainment, in particular writing and maths, leading to a higher % of children achieving combined	This intervention has been implemented in previous years and is known to have a positive impact on children and results	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	VW/JS/NN	Half termly £1,000
Phonic booster groups throughout the year	Improvement in phonic attainment at the end of year 1 and year 2	Children taught in a small, focused phonics group with outstanding HLTA	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	NN/AT	Half termly  £6,920 per year
TA to support pupils in a specific year group by providing 1:1/ small group interventions	Improved well-being of pupils  Focussed interventions, leading to improvements in reading, writing and maths  Increased pupil engagement	Children taught in a small, focused group, in a calm environment is known to have a positive impact on pupil engagement	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.  VS to discuss which would be beneficial and support staff in delivering these, monitoring the impact.	NO/ JS/NN/VS	Half termly  £15,000
TA to support pupils in a specific year group by providing 1:1/ small group interventions during literacy and maths lessons	Improved well-being of pupils  Focussed interventions, leading to improvements in phonological skills  Increased pupil engagement	Children taught in a small, focused group, in a calm environment leading to greater focus in class	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	VW/NN/JS	Half termly  £9,300

Additional staff member to support pupils in year 3 by providing 1:1/ small group interventions to improve phonic skills	1:1 phonics intervention leading to improved confidence when using phonological knowledge in lessons.	Children working in a calm environment leading to greater focus	School monitoring and process  Pupils progress meetings, half termly phonics data, observations and pupil voice.	NN/VS/AT	Half termly  30 minutes each day  £1,500
TA to support year group with delivering high quality learning to pupils. Interventions will also take place depending on the needs of the cohort. (Year 3)	Improved well-being and confidence of pupils  Focussed support in class, leading to improvements in reading, writing and maths  Increased pupil engagement in class	Interventions delivered in small, focused groups.  Children show greater confidence in lessons	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.  VS to discuss which would be beneficial and support staff in delivering these, monitoring the impact.	NN/JS/VS	Half Termly  £15,000
TA support across KS1 to support pupils with their learning during the afternoon	Improved well-being and confidence of pupils  Focussed support in class, leading to improvements in reading, writing and maths  Increased pupil engagement in class	Interventions or work in class delivered in small, focused groups.	School monitoring and process  Pupils progress meetings, half termly data, observations and pupil voice.	JS/NN	Half Termly  £10,838
<b>Total budgeted cost</b>					£79,835
<b>iii. Other approaches</b>					

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Child and Family worker	<p>Improved well-being of children and parents</p> <p>Positive relationships formed with parents and children</p>	<p>To provide behavioural and emotional support to pupils and parents</p> <p>School link assistant able to signpost parents to other agencies that may be of benefit</p>	<p>Vulnerable pupil meetings (fortnightly)</p> <p>Feedback from staff and parents</p>	VS/NN/JS/AT	<p>Half termly</p> <p>£16,670</p>
Art/Play therapy	<p>Improved well-being of children and parents</p> <p>Increased engagement of parents and children in school life</p> <p>Art therapist also plays a vital role in working alongside safeguarding team</p>	<p>To provide behavioural and emotional support to pupils and parents</p> <p>Children need to feel emotionally safe in order to learn and form positive relationships with children and adults, in school</p> <p>Known to have a positive impact on pupils and their well-being</p>	<p>Feedback from the art/play therapist</p> <p>Pupils, staff and parent voice</p>	NN/VS	<p>Half termly</p> <p>£4,500</p>
Educational visits	Access full curriculum and new opportunities	<p>Pupils benefit from outdoor learning opportunities (residential, off-site visits)</p> <p>Improved well-being of pupils</p>	Feedback from pupils and staff	VB/NN	<p>Termly</p> <p>£900</p>

CPD	Staff members have opportunities to attend courses	Developing knowledge and understanding of how best to support pupil premium children (social, emotional, confidence, academic)	Feedback from staff  Observations	SH/JS/NN	Termly  £3,230
Additional MDMS to support pupils at lunch time	Improvement in behaviour and engagement of pupils.  Adults able to lead and facilitate positive interactions between children	Children to have an additional adult to support positive interactions  Children calmer after the lunchtime break	Observations  Feedback from staff and pupils	SH/NN	Termly  £2,000
EYFS/KS1 pupils to have access to milk at breaktime	Improvement in diet and health	Children able to receive milk as part of their snack time. Milk is an important part of a child's diet and has several health benefits.  Snack time also provides children with the opportunity to socialise with their peers.	Parents and pupils	SH/VB	Termly – monitor the number of children receiving/ wanting milk  £962
Subsidising the cost of uniform	Children feel a sense of belonging with the school  Increased confidence in their well-being and self esteem	Offering parents discounted uniform is beneficial for children and is a vital way of supporting most vulnerable families.  Having the correct uniform plays a key role in promoting self-confidence, pride and sense of belonging	Parents and pupils	AT/VB/SH	£200

<p>Children having access to computer/devices to support with home learning</p>	<p>Increased pupil engagement with children who are having to learn from home</p> <p>Children having access to the remote home learning resources such as visiting the website, downloading resources and being able to access teams/zoom lessons on-line.</p> <p>Continue to diminish the gap between disadvantaged and non-disadvantaged pupils</p>	<p>Pupils have access to age appropriate on-line platforms deliver effective home-learning</p>	<p>Analysis of baseline data</p> <p>Monitor the gap between disadvantaged and non-disadvantaged children, during each half term.</p> <p>Identify target children who may benefit from having access to a laptop or computer during home learning and monitor their pupil engagement</p>	<p>CS/NN/JS/S H</p>	<p>£2,400 allocated towards new computers/laptops</p>
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<p>Children from disadvantaged backgrounds having the resources to complete learning at home</p>	<p>Increased pupil engagement with children who are having to learn from home</p> <p>Hardcopies of all learning activities to be printed and delivered to families who do not have access to computers or printing facility.</p> <p>Continue to diminish the gap between disadvantaged and non-disadvantaged pupils</p>	<p>During last year's lock down, there was several children from disadvantaged backgrounds asking for weekly home learning packs. 40% of the children requiring home learning packs were PP. These children did not have a printing facility or did not have suitable access to the internet (main device was a mobile phone).</p>	<p>If a period of isolation were to occur, Child and Family worker to contact all families to identify the children who require home learning packs.</p> <p>Class teacher to monitor year group emails daily and to provide feedback and support to parents.</p> <p>Mark the work returned and support children with any misconceptions</p> <p>Remote Home Learning Questionnaire sent to parents in Autumn 1- analyse the findings from this</p>	<p>Class teacher AT/NN</p>	<p>Monitor each half term</p> <p>£1,000 budget for printing and stapling of these home learning packs</p>
<b>Total budgeted cost</b>					<b>£31,862</b>
<b>7. Additional detail – only</b>					

