



eastbury  
primary  
school  
*Succeeding together*

# **Eastbury Primary School Pupil Premium Strategic Plan**

**2017/2018**

**Head Teacher: Joe Wilson/Lisa Shepherd**

## **Overview**

At Eastbury Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential.

The pupil premium is additional funding to help raise the attainment of children from low-income and other disadvantaged families.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and analyzed to ensure that the correct support and strategies are identified to maximize children's attainment and progress. Our intended outcome is to ensure that Pupil Premium children achieve as well as all other pupils and that we help build their confidence, self-esteem and engagement in learning and also encourage high levels of attendance. The impact of Pupil Premium funding is overseen by the nominated governor, Matt Miller, and reported to the whole Governing Body on a termly basis.

This strategic plan sets out how the Pupil Premium funding is used at Eastbury Primary School to support the learning of Pupil Premium children, as well as providing targets for their attainment. It uses evidence from the Sutton Trust Teaching and Learning toolkit on how to use resources effectively to improve attainment of disadvantaged pupils. At the end of the year, we will report on the impact of the actions in this plan and publish it on the Eastbury website.

Action	Year group / pupils involved	Details	Intended outcomes
Member of staff to act as Pupil Premium Lead (Jo Hodges)	All PP children	<p>Full provision map for all PP children Half termly liaison with teachers to identify and meet needs of those children. Allocate funding where necessary to support Pupil Premium across the school.</p> <p>Children identified in receipt of PP and track their progress and provision.</p>	<p>Monitored pupil premium children 's progress Accurate analysis of PP data and interventions for those children making slow progress with feedback and gap analysis.</p>
Brilliant Club	HA PP children	<p>Providing opportunities for our higher attaining PP children.</p> <p>To challenge and stretch the children by undertaking university graded work.</p>	<p>Enhanced abilities in higher order thinking. Improved confidence in children's abilities to take on a challenge.</p>
Maths mastery and Literacy and Language	Yrs1-6 PP	<p>Access to specialist training and curriculum materials, for schemes of work, which have evidence based impact on PP children.</p>	<p>Teachers with a secure knowledge and understanding of schemes used within the school, through insets/team teaching/planning/assessment.</p>
After school clubs - (wide range targeting)	Disadvantaged pupils	<p>To provide disadvantaged pupils with opportunities and experiences that improve attitude and resilience.</p>	<p>Raised self-esteem and confidence. Gained experience in varied activities for fun and social care.</p>

Breakfast club and Eagles	Targeted children from vulnerable list and poor attenders	To provide opportunities to parents who need to get to work, drop more than one child off.	Improved attendance and punctuality. Increase in children's attitude for leading through meeting basic wellbeing needs.
Specialist Teaching/Support for PP and high needs children	Sunshine room	To ensure quality first teaching is used to meet the needs of all children and that in particular, teaching is good/outstanding for those children in receipt of PP and that they receive appropriate in-house support from staff. Regular monitoring by SLT. Support put in place to improve outcomes. Additional English group in year 2	Teachers and Teaching Assistants are highly trained in meeting the needs of all children and understand and use feedback appropriately.
Specific interventions for Phonics for our PP children.	Low attaining PP children, targeted vulnerable children, LA	To support children who are not meeting their academic targets, by using assessment and monitoring, installing targeted support for underperforming groups with the use of data to identify gaps half termly.	Closed/narrowed gap between FSM/Ever 6 and non-FSM children in school and with their peers nationally.
Specialist Teaching/Support for PP and high needs children	ARP	To ensure first quality teaching given to meet the needs of the deaf children, receiving in house support from staff and that in particular, teaching is good/outstanding for those children in receipt of PP and that they receive	Teachers and Teaching Assistants are highly trained in meeting the needs of all children and understand and use feedback appropriately.

Attendance Officer - support for key groups and families	Children with attendance below 97%	Aiming to meet 97% attendance as school's overall target. Support for families where needed.	Attendance officer to monitor attendance, working through school procedures to improve attendance - signing in late children, sending out certificates to nursery, disco for years 1-6. Certificates for whole school throughout year, bronze, silver, gold.
Thrive	Targeted vulnerable children	To work with our vulnerable children.	To build baseline skills such as regulating their own emotions and to build resilience to improve children's overall academic development.
School counsellor	Targeted SEMH children	To improve social, emotional, mental health and wellbeing of vulnerable children	To impact positively in our children's learning.
Parent support programmes (such as LBBB specific parent workshops)	Targeted vulnerable children/parents	To build positive relationships between parents and the school. To build parents knowledge and skills in parenting abilities.	Improved awareness of skills to support their children within education and with their social skills. Positive relationships between school and parents with communication being improved across the school.
Interventions in Maths, Reading and Writing	All pupils targeted	To focus on children who are not meeting their academic targets, by continued early targeted support for underperforming groups as identified through data. Analyse progress of groups termly for the causes of under achievement.	Closed/narrowed gap between FSM/Ever 6 and non-FSM children in school and with their peers nationally.

Promotion of meta-cognitive strategies (such as peer assessment, introduction of pupil review meetings, 5b's)	Targeted vulnerable children	To help children develop higher order thinking skills, self-evaluation and questioning skills.	Children assess their learning and review their selves to help increase resilience and enthusiasm in their own progression and learning. Children to identify their own improvements and how they will make changes if needed.
Use of Talk Boost in the Early Years	Children with speech and language needs - low ability speech and understanding	To develop children's expressive and receptive language.	Improved speech and language across the year groups with gaps and areas of concern being addressed so improvements are made.
Uniform & Resources	Pupil Premium	To support low income families with purchasing necessary uniform and learning resources	Children can be united through school, wearing a smart consistent uniform, which will help attitudes towards peers when all children are the same. Children can be provided with, to support learning at home.
Minibus	Targeted children	For use of all children to participate in competitions that they would otherwise not get the opportunity to do	More children being able to attend activities to enhance their social skills and communication skills.
Educational trips, visits and a residential (eg ATP Tennis finals)	Targeted children/Pupil Premium	Financial support for families to ensure they access residential trips and other day trips supporting our curriculum	Offering external opportunities to further aid learning and experiences.

			Providing opportunities for pupil premium children to participate in visits that support their learning.
Family Liaison Officer	Targeted vulnerable children/Pupil Premium	First point of contact for parents to discuss any issues that may hinder child's attendance or wellbeing at school.	Enhanced communication and involvement with parents, with trust being improved and relationships built.
Training	All pupils	Catch up training for staff where needed for specific courses to support children	Further experience in areas of learning to continue supporting the children in their development and learning.
Poor Attendance	All pupils	Intervene in cases of poor attendance Off site visits to other schools. Attending attendance forums.	Improved attendance Sustained attendance Attendance % in line with National
Extra curricular Sports activities/tournaments outside of school	KS2 targeted children/Pupil Premium	To support families to ensure they access outside school tournaments/activities supporting our curriculum	More children being able to attend activities to enhance their social skills and communication skills.
Subscription to online resources (eg Reading eggs/education city)	All pupils	Children without resources at home are able to access learning in English and maths.	Children able to learn effectively at home.

Additional class in year 6.	Year 6 pupils that will include pupil premium	Provision of a support class in year 6	Improved outcomes for children in year 6.
Year 6 boosters (after school and Easter)	Year 6 pupils that will include pupil premium	Provision of support in year 6	Improved outcomes for children in year 6.
Monitoring  Exercise book scrutiny Follow up actions (eg team teaching)  Effective feedback and marking strategies	SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium  SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium	Feedback from monitoring – SLT, subject leaders, appraisers  Focus – use of feedback, effectiveness of planning, personalization and effectiveness and consistency through marking To give better understanding to children on areas of progress and development. To develop skills of self-assessment.	Each teacher is aware of own strengths and the key aspects of own practice that need to be improved, and how. Teachers then act on feedback and improve practice, hence raising standards of learning amongst disadvantaged pupils.  Effective assessment and monitoring of areas for development through productive, detailed and specific marking to enhance challenge and progress of children’s learning.
Lesson Planning  Tracking	SLT/Teachers All pupils and targeted vulnerable children/Pupil Premium	Monitoring of plans, to ensure that the needs of pupil premium children are being fully met, including differentiation, coverage, interventions	Gaps identified, with interventions being targeted for children working at below expected levels.



## Analysis of Outcomes

The aims of our personalised learning programmes are to raise attainment and ensure pupils make good progress in reading, writing and maths. Target groups of pupils are identified and receive additional support through teaching, intervention groups, class assistance and other areas of a school environment. The intention of support is that pupils will make progress in their learning and behavior as a result of aiding and removing identified barriers to their learning.