

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Eastfield Primary Academy
Pupils in school	172 (Y1 to Y6)
Proportion of disadvantaged pupils	66 / 38%
Pupil premium allocation this academic year	£108,398
Academic year or years covered by statement	2023/24
Publish date	September 2023
Review date	July 2024
Statement authorised by	Kerry Thompson
Pupil premium lead	Kerry Thompson
Governor lead	AIC

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	tbc
Writing	tbc
Maths	tbc

*The statement will be updated when national data is released via the ASP.*

## Strategy aims for disadvantaged pupils

Measure		Score																																	
Meeting expected standard at KS2		47%																																	
Achieving high standard at KS2		6%																																	
Measure		Activity																																	
<p><b>Priority 1</b></p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <table><tr><td>Sept. 2023</td><td>Disadv.</td><td>Disadv + SEN</td><td>%</td></tr><tr><td>Y1</td><td></td><td></td><td>-%</td></tr><tr><td>Y2</td><td>8</td><td>0</td><td>0%</td></tr><tr><td>Y3</td><td>12</td><td>2</td><td>17%</td></tr><tr><td>Y4</td><td>16</td><td>2</td><td>13%</td></tr><tr><td>Y5</td><td>12</td><td>4</td><td>33%</td></tr><tr><td>Y6</td><td>11</td><td>3</td><td>27%</td></tr><tr><td></td><td>59</td><td>11</td><td>19%</td></tr></table> <p>19% of disadvantaged children are also identified as having an SEN need</p>		Sept. 2023	Disadv.	Disadv + SEN	%	Y1			-%	Y2	8	0	0%	Y3	12	2	17%	Y4	16	2	13%	Y5	12	4	33%	Y6	11	3	27%		59	11	19%	<ul style="list-style-type: none"><li>• All interventions - these have a clear baseline &amp; exit measure; progress can be measured, impact evaluated &amp; effectiveness reviewed; three additional Teaching Assistants employed to support with this.</li><li>• Yorkshire &amp; Humber Maths Hub – continue to be part of Teaching for Mastery group to support attainment in Maths school-wide &amp; staff development.</li><li>• Witham St Hughs English Hub – continue to access training &amp; resources to continue to support the development &amp; attainment of Phonics, Reading &amp; Writing school-wide</li><li>• Reading, Writing &amp; Maths strategies – these are taught consistently across the school &amp; expectations are high for all children; rigorous monitoring through book scrutinies, staff discussion &amp; pupil voice show that pupils are making expected progress as a minimum.</li><li>• Phonics – continue to use Little Wandle Letters &amp; Sounds; half termly assessments measure progress, interventions identified, impact evaluated &amp; reviewed.</li><li>• Reading – continue to use Reading Plus to support the acquisition of reading fluency &amp; comprehension skills across KS2.</li><li>• Writing – genre progression grid developed &amp; in place from Y1 to Y6; expectations are consistent across the academy &amp; monitoring shows that pupils are making expected progress as a minimum.</li><li>• SPAG – daily 5 minute recap to provide consolidation; monitoring will show that year group expectations (&amp; previous learning) is being used in pupil’s writing across a range of subjects.</li><li>• SCODE – introduce this spelling strategy to support the teaching of spelling from Y2 to Y6; this strategy follows on from the Little Wandle Letters &amp; Sounds phonic strategy.</li><li>• Multiplication Tables – introduce a ‘Multiplication Strategy’ from Reception to Y6 &amp; continue to track attainment on a termly basis from Y1 to Y6; monitoring will show that pupils are using their tables knowledge to support &amp; deepen their Maths learning.</li></ul>	
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Barriers to learning these priorities address		<ul style="list-style-type: none"><li>- Interventions are specific &amp; precise, and the impact &amp; efficacy is measured to ensure that interventions are meeting the needs of our pupils reducing attainment gaps.</li><li>- Engagement with the English &amp; Maths Hubs to support staff development &amp; training.</li><li>- Reading, Writing &amp; Maths strategies are consistently used across the academy; all pupils are challenged, reducing attainment gaps</li><li>- Basic skills are consistently revisited &amp; insisted upon for all; expectations are high, reducing attainment gaps.</li><li>- A variety of strategies are in place to support collaborative learning reducing attainment gaps &amp; supporting the development of pupil voice.</li></ul>																																	

	<p>- A variety of strategies are in place to support pupils to remember the taught curriculum reducing attainment gaps &amp; supporting the development of pupil voice.</p>	
Projected spending		<b>£</b>
	Reading Plus (88%)	4,488.00
	Baseline Tests	300.00
	ELKLAN (88%)	220.00
	Subscriptions to support teaching & learning (88%):	11,607.00
	Delivery of intervention (funding towards TA support)	41,000.00
	<b>Total Projected Spend</b>	<b>57,615.00</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage tests.</li></ul>	July 2024
Progress and attainment in Writing	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.</li></ul>	July 2024
Progress and attainment in Mathematics	<ul style="list-style-type: none"><li>- All children in the key milestone year groups will achieve, at least, expected progress.</li><li>- In Year 6, at least 65% will achieve EXS in the end of Key Stage assessments.</li></ul>	July 2024
Phonics	<ul style="list-style-type: none"><li>- 90% of children in Year 1 will pass the Phonics Screen Check in 2023</li></ul>	Summer 2024

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b> To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• <b>All interventions:</b> <ul style="list-style-type: none"> <li>- these have a clear baseline &amp; exit measure</li> <li>- progress is measured, impact evaluated &amp; effectiveness reviewed at Pupil Progress Mtgs</li> </ul> </li> <li>• <b>Yorkshire &amp; Humber Maths Hub:</b> <ul style="list-style-type: none"> <li>- continue to be part of Teaching for Mastery; Sustaining group to support attainment in Maths school-wide &amp; staff development</li> <li>- this is part of our AIP work; <i>How do we ensure that children are being challenged to retrieve their maths knowledge on a regular basis &amp; use this knowledge across app areas of maths?</i></li> <li>- use the 'case study' methodology to track the progress and attainment of individual children's learning journey's to ensure learning is matched to need</li> <li>- Maths Leader to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Witham St Hughs English Hub:</b> <ul style="list-style-type: none"> <li>- continue to access training &amp; resources to support the development &amp; attainment of Phonics, Reading &amp; Writing school-wide</li> <li>- English Leader to be released to monitor the quality of teaching and learning of phonics across EY and KS1</li> <li>- English Leader to provide CPD, coaching &amp; mentoring</li> <li>- Pupil Progress Meetings will highlight the provision for PP children and targets</li> <li>- Half termly assessments undertaken to track attainment &amp; progress</li> <li>- Interventions identified, impact evaluated &amp; reviewed</li> </ul> </li> <li>• <b>Reading, Writing &amp; Maths strategies:</b> <ul style="list-style-type: none"> <li>- these have been developed using EFF materials</li> <li>- these are taught consistently across the school &amp; expectations are high for all children</li> <li>- rigorous monitoring through book scrutinies, staff discussion &amp; pupil voice show that pupils are making expected progress as a minimum</li> <li>- Subject Leads to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>Reading Plus:</b> <ul style="list-style-type: none"> <li>- pupils in KS2 continue to access 3 sessions per week to support reading fluency &amp; the acquisition of comprehension skills</li> </ul> </li> <li>• <b>Writing:</b> <ul style="list-style-type: none"> <li>- genre progression grid in place from Y1 to Y6</li> <li>- expectations in writing are consistent across the academy</li> <li>- monitoring shows that pupils are making expected progress as a minimum</li> <li>- Pupil Progress Meetings will highlight the provision for PP children and targets</li> <li>- Subject Lead to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>SPAG:</b> <ul style="list-style-type: none"> <li>- Daily 5 minute recap to provide consolidation</li> <li>- monitoring will show that year group expectations (&amp; previous learning) is being used in pupil's writing across a range of subjects.</li> <li>- pupils are making expected progress</li> <li>- Subject Lead to provide CPD, coaching &amp; mentoring</li> </ul> </li> <li>• <b>SCODE</b> <ul style="list-style-type: none"> <li>- introduce this spelling strategy to support the teaching of spelling from</li> </ul> </li> </ul>

	<p>Y2 to Y6; this strategy follows on from the Little Wandle Letters &amp; Sounds phonic strategy</p> <ul style="list-style-type: none"><li>- 4 x 20 min spelling sessions per week for Years 2 &amp; 3, and 3 x 20 min spelling sessions per week for Years 4, 5 &amp; 6. It is a progressive format following National Curriculum expectations.</li><li>- Half termly assessments, follow on from a baseline assessment at the start of the academic year.</li></ul> <ul style="list-style-type: none"><li>• <b>Multiplication Tables:</b><ul style="list-style-type: none"><li>- continue tracking of attainment on a termly basis from Y1 to Y6</li><li>- introduce a ‘Multiplication Strategy’ from Reception to Y6; expectations are clear regarding strategies to be used &amp; teaching-time allocated (part of AIP work)</li><li>- monitoring will show that pupils are using their tables knowledge to support &amp; deepen their Maths learning</li><li>- Pupil Progress Meetings will highlight the provision for PP children and targets</li></ul></li></ul>														
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## Wider strategies for current academic year

Measure	Activity		
<b>Priority 1</b> Targeted social and emotional support	<ul style="list-style-type: none"><li>- Children identified by the Child Protection Officer and the safeguarding team are signposted for additional support – either through our Child Protection Officer or Pastoral Lead.</li><li>- Monitoring the attendance of all children and first day absences are investigated and challenged by the Child Protection Officer.</li><li>- Strong pastoral support from the Child Protection Officer and working with external agencies to ensure the whole family needs are met.</li><li>- Commissioning of therapeutic support from Fortis Therapy – 2 children are identified for 1 hr weekly sessions, length of input determined by need.</li><li>- Targeted therapeutic support from our Pastoral Lead.</li></ul>		
<b>Priority 2</b> To support social and emotional well-being	<ul style="list-style-type: none"><li>- Implement OPAL; Outdoor Play and Learning Programme to develop the play opportunities that our pupils have access to at both break time and lunchtime to support pupil's play &amp; well-being.</li><li>- Develop the outside area to provide a range of 'play' opportunities for our children to access across the year.</li><li>- Staff training to develop staff skills to promote 'play'.</li><li>- Pupils develop creativity, imagination, cooperation, resilience, stamina &amp; confidence &amp; are ready for learning.</li></ul>		
<b>Priority 3</b> To enhance children's cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"><li>- The Curriculum Leader has sequenced an enrichment calendar for all year groups and implemented opportunities for cultural development.</li><li>- To provide music tuition for Y4 to Y6 from the LA Music Service (MAPAS).</li><li>- To allow pupils partake in visits, both virtually, in school and out of school, which build on skills and knowledge.</li><li>- To support families in funding school trips.</li></ul>		
<b>Priority 4</b> To improve attendance of all pupils, including those disadvantaged, to enable good progress.	<ul style="list-style-type: none"><li>- Identify those children whom are persistently absent from school and the Attendance Officer to support these families.</li><li>- Attendance Officer to challenge families whom regularly do not attend school.</li></ul>		
<b>Priority 5</b> To support dental hygiene within school	<ul style="list-style-type: none"><li>- Eastfield is registered with Teeth Team, a non-profit organisation based in Hull - Teeth Team takes dental education directly to children by going into local primary schools. They help schools teach children about healthy diets and dental hygiene, such as brushing and flossing, and they also apply a fluoride varnish to protect children's teeth against decay.</li><li>- To support this, children are given a toothbrush 3x per year &amp; toothpaste; children clean their teeth in school on a daily basis.</li></ul>		
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>- Poor attendance due to legacy of Covid-19</li><li>- Attendance of disadvantaged persistent absentees.</li><li>- Highly vulnerable families.</li><li>- Poor dental hygiene.</li></ul>		
Projected spending		£	
	Attendance Officer (CP)	14,962.00	
	After-School Club	2,450.00	
	Fortis Therapy	4,440.00	
	OPAL	15,000.00	
	Music Tuition	3,500.00	
	Arts Mark	1,000.00	
	Wider Curriculum Enrichment	400.00	
	Phase Budget	6,000.00	
	Teeth Team	1,000.00	
	<b>Total Projected Spend</b>	<b>48,752.00</b>	

	<b>TOTAL PROJECTED SPEND</b>	<b>£106,367.00</b>	
	<b>SURPLUS FOR THE ACADEMIC YEAR</b>	<b>£2,331.00</b>	



## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Professional Development opportunities are sourced from the Maths and English Hubs</li> <li>To ensure that there is a consistent approach school-wide in the teaching of Phonics, Reading, Writing &amp; Maths</li> <li>To ensure CPD is in place to support the implementation of strategies to support pupils to remember.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of staff meeting time.</li> <li>- Subject leads are released to monitor the quality of education and assessment and intervene where necessary.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>New staff</li> </ul>	<ul style="list-style-type: none"> <li>- Staff CPD &amp; support</li> <li>- Interventions have a clear baseline &amp; exit measure</li> <li>- Intervention impact evaluated &amp; effectiveness reviewed at Pupil Progress Mtgs</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Engaging with 'hard to reach' families to improve attendance.</li> <li>Engaging with families identified in needing support.</li> <li>Rising energy costs.</li> </ul>	<ul style="list-style-type: none"> <li>- Working closely with the children's services and the family hubs to ensure our families receive the necessary support in a timely fashion.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome																																																																		
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		Y6 – KS2 Data		
		Attainment		
		BLW	ARE+	GDS
All – 32ch, 3.1%	Reading	22%	78%	25%
	Writing	31%	69%	6%
	Maths	25%	75%	22%
	RWM		69%	6%
PP – 17ch, 5.9%	Reading	35%	65%	18%
	Writing	47%	53%	6%
	Maths	47%	53%	18%
	RWM		47%	6%
Non-PP – 15ch, 6.7%	Reading	7%	93%	33%
	Writing	7%	93%	7%
	Maths	0%	100%	27%
	RWM		93%	7%

RWM Combined – July 2023						
	PP	PP + SEN		Achieving RWM		
		No.	%	No.	%	
Y1	8	0	0%	2	25%	- PP cohort has remained the same from Reception - 4 children achieved GLD, 2022 – 2 children have not achieved.
Y2	12	2	17%	5	42%	- PP cohort has changed; 1 child left, and 1 child was admitted. - 6 children achieved RWM, 2022 – 1 child has not achieved. - This child's attendance was 86.89% & attendance across the year was closely monitored.
Y3	16	2	13%	7	44%	- PP cohort has changed; 1 child left, and 2 children admitted, with another child from the cohort becoming PP (an increase of 3 ch overall). - 7 children achieved RWM, 2022 – number achieving remains the same as predicted.
Y4	12	4	11%	3	25%	- PP cohort has changed; 2 children left and 1 child was admitted. - 4 children achieved RWM, 2022 – 1 child has not achieved.
Y5	11	3	20%	3	27%	- PP cohort has changed; 1 child left, 1 child left & re-admitted (5 school moves) and 2 children admitted. - 3 children achieved RWM, 2022 – number achieving remains the same as predicted.
Y6	17	5	29%	8	47%	- PP cohort has changed; 2 children admitted. - 5 children achieved RWM, 2022 – an increase of 3 children.
	76 chn	16 chn	21%	28 chn	37%	- 47% of PP children without an identified SEND need achieve RWM combined.

	<p><b><u>Early Years:</u></b></p> <ul style="list-style-type: none"> <li>✓ 14% of PP children achieved GLD compared to XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b><u>Y1 Phonic Screening Check:</u></b></p> <ul style="list-style-type: none"> <li>✓ 100% of PP children passed the Phonics Screen Check vs XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b><u>Y2 – KS1 Data:</u></b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ 41% of PP children achieved EXS in reading at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> <li>✓ 8% of PP children achieved GDS in writing at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>✓ 42% of PP children achieved EXS in reading at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> <li>✓ 0% of PP children achieved GDS in writing at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>✓ 41% of PP children achieved EXS in maths at the end of KS1 vs XX% nationally; difference to national is – <i>this is</i></li> <li>✓ 8% of PP children achieved GDS in maths at the end of KS1 vs XX% nationally; the difference to national is – <i>this is</i></li> </ul> <p><b>RWM combined:</b></p> <ul style="list-style-type: none"> <li>✓ 42% of PP children achieved at least EXS at the end of KS1 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 0% of PP children achieved GDS at the end of KS1 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b><u>Y6 – KS2 Data:</u></b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ 65% of PP children achieved EXS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 18% of PP children achieved GDS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved EXS in writing at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 6% of PP children achieved GDS in reading at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>✓ 53% of PP children achieved EXS in maths at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 18% of PP children achieved GDS in maths at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul> <p><b>RWM combined:</b></p> <ul style="list-style-type: none"> <li>✓ 47% of PP children achieved at least EXS at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> <li>✓ 6% of PP children achieved GDS at the end of KS2 vs XX% nationally; difference to national – <i>this is</i></li> </ul>
<b>WIDER STRATEGIES:</b>	

<p><b>Priority 1:</b> Targeted social and emotional support</p>	<ul style="list-style-type: none"> <li>✓ Children identified by the CP officer and the safeguarding team are signposted for additional support – either through our CP officer or pastoral manager. – <i>this has been actioned across the academic year.</i></li> <li>✓ Monitoring the attendance of all children and first day absences are investigated and challenged by the CP officer. – <i>this has been actioned across the academic year.</i></li> <li>✓ Strong pastoral support from the CP officer and working with external agencies to ensure the whole family needs are met – <i>this has been actioned across the year:</i> <ul style="list-style-type: none"> <li>• Fortis Therapy – commissioned by Eastfield</li> <li>• Compass-Go – LA service</li> <li>• Applied Psychologies – this is our Educational Psychologist provider.</li> <li>• School Nursing Team.</li> <li>• ELT's SEMH Collaborative</li> <li>• Behaviour &amp; Attendance Collaborative</li> </ul> </li> </ul>		
<p><b>Priority 2:</b> To enhance children's cultural capital by providing a breadth of experiences</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Clubs:</b></p> <p><b>AUTUMN 2022:</b></p> <ul style="list-style-type: none"> <li>➤ Breakfast Club</li> <li>➤ Y5/6 Sports Hall Athletics Club</li> <li>➤ Y3/4 Dodgeball Club</li> <li>➤ Y1/2 Multi-Sports Club</li> <li>➤ Film Club</li> </ul> <p><b>SPRING 2023:</b></p> <ul style="list-style-type: none"> <li>➤ Breakfast Club</li> <li>➤ Y5/6 Ball Games</li> <li>➤ Y5/6 Tag Rugby</li> <li>➤ Y3/4 Games &amp; Singing</li> <li>➤ Y3/4 Tag Rugby</li> <li>➤ Y1/2 Dodgeball Club</li> <li>➤ Y1/2 Games &amp; Singing</li> </ul> <p><b>SUMMER 2023:</b></p> <ul style="list-style-type: none"> <li>➤ Breakfast Club</li> <li>➤ Y5/6 Bee Netball</li> <li>➤ Y3/4 Bee Netball</li> <li>➤ Y1/2 Rounders</li> <li>➤ Y5/6 Rounders</li> <li>➤ Y3/4 Rounders</li> <li>➤ Y1/2 Tag Rugby</li> <li>➤ Stay &amp; Play</li> <li>➤ KS1 Samba</li> <li>➤ KS2 Computing</li> </ul> </td><td style="vertical-align: top; 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	<div>➤ 09.06.23 – 14.07.23 Swimming with Y6</div> <div>➤ 13.06.23 Y6 Go Ape &amp; Normanby Hall visit</div> <div>➤ 30.06.23 EYFS visit to The Deep</div> <div>➤ 05.07.23 – 07.07.23 Y5/6 Residential to PGL Caythorpe</div> <div>➤ 13.07.23 School Nurse; smoking &amp; vaping Y6</div>						
<b>Priority 3:</b> To attendance of all pupils, including those disadvantaged, to enable good progress		20/21		21/22		22/23	
		Overall	PA	Overall	PA	Overall	PA
	All Pupils	97.1%	3.97%	94.2%	12.9%	94.7%	11.4%
	Disadvantaged	96.7%	5.7%	93.4%	18.5%	93.3%	17.1%
	Difference	-0.4%	-1.73%	-0.8%	-5.6%	93.4%	22.2%
	Nationally attendance for this academic year is XX and PA is XX; we are .... compared to national.						
		2020 – 2021	2021 – 2022	2022 – 2023			
	Penalty Notices issued;	3	13	13			
	Paid;	3	13	9			
	Outstanding;	0	0	4			
	No. of families for whom attendance improved;	All	Attendance improved as PNs issued due to holidays taken in term time.	Attendance improved as PNs issued due to holidays taken in term time.			
	Letter of Concern;	16	13	13			
	No. of children for whom attendance improved;	11	9	13			
	SAP;	7	9	15			
	No of children for whom attendance improved;	5	5	14			