

Pupil premium strategy statement:

Name of school: Eastry CE Primary School

1. Summary information				
School	Eastry CE Primary			
Academic Year	2020-21	Total PP budget (predicted) (Sept 20-Aug 21) Free school meals- £43043.00 Service children- £310.00 Post LAC - £21105.00 <hr/> £64455.00	Date of most recent PP Review	21.09.20
Total number of pupils	171	Number of pupils eligible for PP 38 (22.2%)	Date for next internal review of this strategy	April 2021

2. Current attainment			
	<i>Pupils eligible for PP 2018/19</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP 2020/21</i>
Early Years: % children achieving a good level of development	0%		71%
% exceeding or expected literacy goals	0%		83% (reading)
% exceeding or Expected maths goals	0%		83%
Year 1 phonics	25%		
End of Key Stage 1 (Year 2) Attainment			
% reaching expected standard or above in reading, writing and maths		69%	0% (1child)
% reaching expected standard or above in reading	66.7%	78%	0%
% reaching expected standard or above in writing	22.2%	73%	0%
% reaching expected standard or above in maths	55.6%	99%	0%
End of Key Stage 2 (Year 6) Attainment			

% achieving expected standard or above in reading, writing and maths	66.7%	71%	30%
% making expected standard or above in reading	66.7%	78%	30%
% making expected standard or above in writing	83.3%	83%	30%
% making expected standard or above in maths	66.7%	84%	30%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Children demonstrate poor SEMH including lack of resilience and attachment difficulties.
B.	High percentage of children eligible for Pupil Premium also have an SEN.
C.	Some parents are inconsistent in supporting home learning well eg regular listening to children read at home or encouraging children to complete extra learning. They seem to lack aspiration for their children.
D.	Poor attendance and incidences of being late into school impacts on learning and ability to make progress.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>																																																							
A.	Improved SEMH of PP alongside non PP children, allowing them to access the curriculum and increase attainment in all subject areas. Measured using Resilience questionnaire and Boxall.	Children will make progress inline with their peers and demonstrate greater resilience when faced with personal and academic challenges	<p>Term1- 6 data analysis (including lockdown)</p> <table border="1"> <thead> <tr> <th rowspan="2">% expected progress or above</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>pp</th> <th></th> <th>pp</th> <th></th> <th>pp</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>100</td> <td>95</td> <td>88</td> <td>80</td> <td>38</td> <td>70</td> </tr> <tr> <td>Year 2</td> <td>0</td> <td>80</td> <td>0</td> <td>80</td> <td>0</td> <td>87</td> </tr> <tr> <td>Year 3</td> <td>75</td> <td>95</td> <td>25</td> <td>95</td> <td>50</td> <td>100</td> </tr> <tr> <td>Year 4</td> <td>22</td> <td>18</td> <td>0</td> <td>12</td> <td>33</td> <td>47</td> </tr> <tr> <td>Year 5</td> <td>33</td> <td>67</td> <td>50</td> <td>56</td> <td>17</td> <td>39</td> </tr> <tr> <td>Year 6</td> <td>50</td> <td>81</td> <td>50</td> <td>75</td> <td>60</td> <td>69</td> </tr> </tbody> </table> <p>2/5 vulnerable children who accesses nurture group were PP. Positive feedback from parents and Boxall Profile scores.</p>	% expected progress or above	Reading		Writing		Maths		pp		pp		pp		Year 1	100	95	88	80	38	70	Year 2	0	80	0	80	0	87	Year 3	75	95	25	95	50	100	Year 4	22	18	0	12	33	47	Year 5	33	67	50	56	17	39	Year 6	50	81	50	75	60	69
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			<p>Employment of new FLO Jan 2021 has ensured that Head Start action plan has continued with use of resilience questionnaire and follow ups check ins, Drawing and Talking intervention and Early Help referrals.</p> <p>Playground buddies trained and in action during Term 4 in Year 5 bubble.</p>																																																							
B.	<p>Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths. Accelerated rates of progress across KS1 and KS2 for all PP children including high attaining pupils including those with SEN. Measured using 21 Steps.</p>	<p>Data capture demonstrates achievement and progress of PP pupils is similar to non PP children both in school and nationally. Moderation between local schools confirms assessment levels.</p>	<table border="1"> <thead> <tr> <th rowspan="2">% achieving expected step or above</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th></th> <th>PP</th> <th></th> <th>PP</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>56</td> <td>57</td> <td>33</td> <td>48</td> <td>22</td> <td>62</td> </tr> <tr> <td>Year 2</td> <td>0</td> <td>79</td> <td>0</td> <td>68</td> <td>0</td> <td>84</td> </tr> <tr> <td>Year 3</td> <td>17</td> <td>81</td> <td>17</td> <td>81</td> <td>17</td> <td>81</td> </tr> <tr> <td>Year 4</td> <td>0</td> <td>35</td> <td>0</td> <td>29</td> <td>0</td> <td>65</td> </tr> <tr> <td>Year 5</td> <td>33</td> <td>50</td> <td>17</td> <td>45</td> <td>17</td> <td>41</td> </tr> <tr> <td>Year 6</td> <td>30</td> <td>75</td> <td>30</td> <td>69</td> <td>30</td> <td>56</td> </tr> </tbody> </table>	% achieving expected step or above	Reading		Writing		Maths		PP		PP		PP		Year 1	56	57	33	48	22	62	Year 2	0	79	0	68	0	84	Year 3	17	81	17	81	17	81	Year 4	0	35	0	29	0	65	Year 5	33	50	17	45	17	41	Year 6	30	75	30	69	30	56
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C.	<p>Parents of PP children work more closely in partnership with school so that there is an increase in aspiration which shows in an increase in attainment.</p>	<p>Parent voice indicated a greater ability to support children's learning and a feeling of partnership with the school. Data demonstrates accelerated progress in learning areas targeted and with attitude to learning.</p>	<p>Achievement For All process continued and developed alongside Covid situation. Staff training and Structured Conversations carried out. Autumn= 90% parental engagement. Spring= 80% parental engagement Summer= 80% parental engagement</p> <p>100% parents who did engage gave positive feedback of the opportunity</p>																																																							
D.	<p>Improved attendance rates for pupils eligible for Pupil Premium</p>	<p>Reduced numbers of persistent absentees among pupils eligible for PP. Overall PP attendance improves inline with all pupils and whole school attendance will improve to 97% or better.</p>	<p>attendance (includes illness, shielding and impact of Covid lockdown)</p> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Term 4</td> <td>95.5%</td> <td>91.1%</td> </tr> <tr> <td>Term 5</td> <td>95.7%</td> <td>94.12%</td> </tr> </tbody> </table> <p>Employment of new FLO January 2021 has ensured partnership with parents around attendance.</p>		Whole school	PP	Term 4	95.5%	91.1%	Term 5	95.7%	94.12%																																														
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5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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
Improved SEMH of PP alongside non PP children, allowing them to access the curriculum and increase attainment in all subject areas.	<p>School participating in Head Start programme. Action Plan written. Staff trained in using tools such as mindfulness and the Resilience Tool Kit.</p> <p>Whole school use of Resilience Checklist.</p> <p>Development and use of forest school</p>	Positive learning behaviours shown to increase well-being, progress and attainment.	<p>Monitoring effectiveness of strategies through documentation, lesson observation and pupil voice.</p> <p>Data analysis. Book scrutiny</p>	TI/ KP	Feb 2021
<p>Pupils eligible for PP will have similar attainment to non PP nationally in reading, writing and maths.</p> <p>Expected or greater progress in reading, writing and maths for PP children.</p>	<p>Children make higher than average progress in highly-engaging lessons.</p> <p>Teachers use wide range of resources to engage all children in all lessons.</p> <p>TAs used to help fill the gaps and support high quality teaching</p> <p>High quality staff training</p> <p>All teaching in 'good' or better so every child enjoys their lessons and experiences success.</p> <p>Teachers and parents engage fully in Achievement for All structured conversations and targets evaluated to have impact.</p>	<p>Achievement for All has demonstrated track record of high quality CPD for teachers and school leaders to engage proactively with parents to improve outcome for pupils.</p> <p>High quality Quality First Teaching demonstrated to impact positively on progress for all children.</p>	<p>Record sheets collected from teacher / parent conversations.</p> <p>6x year data capture and analysis- including teacher assessment-</p> <p>Evaluated class and individual provision plans.</p> <p>Observations in class. Book monitoring termly.</p> <p>Moderation across local schools and Deal Learning Alliance.</p>	KP/SM	Feb 2021

	<p>Target children are invited to booster style lessons.</p> <p>Whole school continued development of using Read Write Inc phonics programme.</p> <p>Whole school use of White Rose maths programme.</p>				
Improved attendance for pupils eligible for pupil premium.	<p>Increased parental involvement and support through Achievement for All structured conversations.</p> <p>Letters and phone calls to parents.</p> <p>Twice yearly parent leaflet</p> <p>Raised profile of attendance – newsletters/ worship</p>	Increased attendance has a positive impact on learning and an increase on progress and attainment.	<p>Daily monitoring and check in with parents.</p> <p>Termly whole school monitoring and follow up actions.</p> <p>Headteacher report to govs.</p>	TI/ KB	Feb 2021
Total budgeted cost					£26682

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?
Improved progress and attainment for children eligible for PP	<p>Targeted intervention/ booster groups.</p> <p>Small group catch up/ pre teach/ catch up</p> <p>Check in and meet/ greet Lunch time support</p>		<p>Data capture 6x year</p> <p>Book scrutiny</p> <p>Observations.</p> <p>Pupil voice.</p>	KP/ SM	Feb 2021
Improved SEMH of PP children alongside non PP to allow access to curriculum and increased attainment in all subject areas.	<p>Drawing and talking</p> <p>Use of resilience tool kit</p> <p>Reward systems/ incentives/ goals</p> <p>Staff training</p> <p>Provision of 1:1 pastoral support by FLO for parents and families.</p> <p>Develop a nurture group to allow intensive development of target SEMH areas for vulnerable</p>	<p>Positive learning behaviour leads to increased well-being and attainment.</p> <p>Work previously carried out by FLO has had impact on well being and attainment.</p> <p>Nurture group approach has proven impact on SEMH. Children to return to main classes as soon as possible. Class teachers to be involved and kept abreast of developments for a joined up approach.</p>	<p>Data capture 6x year</p> <p>Book scrutiny</p> <p>Observations.</p> <p>Pupil voice.</p> <p>Leurven scale</p> <p>Boxall profile results.</p> <p>Resilience questionnaire</p>	TI/ KP	Feb 21
Improved SEMH of PP children alongside non PP to allow access to curriculum and increased attainment in all subject areas.	Provision of play therapist to support vulnerable child.				
Total budgeted cost					£23980
iii. 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

					implement ation?
Increase in Attendance across the school including Those eligible for PP.	<p>FLO targeting increased parental involvement and support.</p> <p>Letters to parents Raised profile of attendance</p> <p>Provision of Early Morning club to support working parents and provide resource for reluctant school attenders</p>	Increased attendance has positive impact on learning and therefore an increase on progress and attainment.	<p>Daily, termly monitoring on individuals and vulnerable groups Headteacher report to govs</p> <p>Book monitoring. Data scrutiny</p>	TI KP/ SM	Feb 21
All children, particularly those eligible for Pupil Premium and those in vulnerable groups are able to experience and benefit from extracurricular activities.	<p>Extra clubs provided by staff and external providers offer range of nurturing and cross curricular experiences.</p> <p>Funding allocated where necessary to subsidise participation.</p>		Register of clubs available termly. Pupil and parent voice	SM/ KP	Feb 21
Curriculum inspired love of learning. Curriculum balances learning, wellbeing as well as understanding and tolerance.	<p>Inspirational curriculum, including inspire days to stimulate and raise aspirations.</p> <p>Raised profile of reading at home and in school via Accelerated Reader</p> <p>Raised profile of Maths and English subject leaders</p> <p>Develop</p>		<p>Book monitoring. Data scrutiny. Pupil voice</p> <p>Boxall profile Resilience questionnaire</p> <p>AR data analysis</p>	SM/ KP/ NM	Feb 21

Reduce undesirable interactions on the playground which then spill into class. Children have strategies to help themselves.	Playground buddies trained and available to offer peer support during play and lunchtimes.	Evidence from Head Start training demonstrates effectiveness of whole school approach.	Analysis of My Concern data. Pupil and teacher voice	TI/ KP	Feb 21
				Total budgeted cost	£15547
				Over all total cost	£64209